Magnolia Public Schools

Regular Board Meeting

Date and Time
Thursday April 23, 2020 at 6:00 PM PDT

Location
Teleconference Dial:1-312-584-2401 Code: 1948435#

All members of the public can participate by calling in using the numbers provided above.

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. Members of the public who need special accommodations or translation are strongly encouraged to contact Magnolia Public Schools at least 24 hours in advance of the Board meeting so assistance can be assured.

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. Magnolia Public Schools values public comment during Board meetings. For members of the public who would like to speak, we have speaker cards to be filled out prior to the beginning of the meeting. For teleconference meetings you can email us your request for public comment. We limit individual speakers to three (3) minutes and speakers with interpreters to six (6) minutes. For any questions regarding this meeting email contact@magnoliapublicschools.org or call 213-628-3634 Ext. 100.

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

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. Approval of Agenda	Vote		1 m
D. Public Comments			5 m

E. Approve Minutes from Regular Board Meeting- March 5, 2020	Approve Minutes		1 m
Approve minutes for Regular Board Meeting on March 5, 2020			
F. Approve Minutes from Special Board Meeting- March 13, 2020	Approve Minutes		
Approve minutes for Special Board Meeting on March 13, 2020			
G. Approve Minutes from Special Board Meeting- March 20, 2020	Approve Minutes		1 m
Approve minutes for Board Meeting on March 20, 2020			
H. Approve Minutes from Special Board Meeting- March 27, 2020	Approve Minutes		1 m
Approve minutes for Special Board Meeting on March 27, 2020			
I. Approve Minutes from Special Board Meeting- April 2, 2020	Approve Minutes		1 m
Approve minutes for Special Board Meeting on April 2, 2020			
J. Approve Minutes from Emergency Board Meeting- April 2, 2020	Approve Minutes		1 m
Approve minutes for Emergency Board Meeting on April 2, 2020			
K. Approve Minutes from Special Board Meeting- April 17, 2020	Approve Minutes		1 m
Approve minutes for Special Board Meeting on April 17, 2020			

II. Closed Session — 6:14 PM

A. Public Announcement of Closed Session	FYI		
B. REINSTATEMENT OF PUPIL Case No. 20181008	FYI	B. Lopez	10 m
C. Public Employment: Chief Executive Officer and Superintendent	Discuss	H. Beliak	10 m
D. Conference with Legal Counsel-Potential Litigation- Two Matters	Discuss	A. Rubalcava	15 m
E. Report Out From Closed Session	FYI		3 m

III. Action Items — 6:52 PM

A. Approval of “Infinite Campus” as the School Information System (SIS) for all MPS	Vote	D. Yilmaz	7 m
B. Approval of BackOffice Vendor Selection	Vote	N. Montijo	10 m
C. Approval to Move Forward with Analysis of Parcel Sale (MSA-1) to City	Vote	P. Ontiveros	5 m
D. Approval of MPS Distance Learning Plans in Response to the COVID-19 Pandemic	Vote	E. Acar	10 m
E. Acceptance of Participation in Paycheck Protection Program due to COVID-19	Vote	N. Montijo	5 m
F. Approval of Board Member Appointment Recommendation from Nominating Committee	Vote	U. Yapanel	10 m
G. Approval of CEO Metrics and Evaluation Measures	Vote	H. Beliak	10 m

IV. Information/Discussion Items — 7:49 PM

A. 2019-20 MPS Stakeholder Survey Results & Reflections and Public Feedback to Inform LCAP	Discuss	D. Yilmaz	20 m
B. Academic Update	FYI	E. Acar	10 m
C. Facility Updates	FYI	P. Ontiveros	10 m
D. SchoolAbility as Sole Service Provider for Financial Software	FYI	N. Montijo	5 m
E. Audit Contract with Eide Bailey for Fiscal years 2021-2023	FYI	N. Montijo	5 m
F. Finance Update- February 2020 Financials	Discuss	N. Montijo	10 m

V. Closing Items — 8:49 PM

A. Adjourn Meeting Vote

Cover Sheet

Approve Minutes from Regular Board Meeting- March 5, 2020

Section:	I. Opening Items
Item:	E. Approve Minutes from Regular Board Meeting- March 5, 2020
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on March 5, 2020

Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time
Thursday March 5, 2020 at 6:30 PM

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

The following sites remained open during the meeting:
• MSA-1 18238 Sherman Way, Reseda, CA 91335
• MSA-2 17125 Victory Blvd., Van Nuys, CA 91406
• MSA-3 1254 E. Helmick St., Carson, CA 90746
• MSA-4 11330 W. Graham Place Los Angeles, CA 90064
• 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)

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. Geldiyev, S. Orazov (remote), U. Yapanel (remote)

Directors Absent
S. Dikbas

Directors Arrived Late
U. Yapanel

Guests Present
B. Torres

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 Thursday Mar 5, 2020 @ 6:38 PM at
MSA-5 18230 Kittridge St. Reseda, CA 91335
.

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

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

E. Public Comments

No public comments were made.
U. Yapanel arrived late.

F. Communications: Board/Superintendent

A. Rubalcava, MPS CEO and Superintendent, gave details to Board Members about the annual letter received from the California Department of Education regarding their site visit to MSA-Santa Ana, he presented recognitions to MSA-5 students, staff and parents, he gave an update on the COVID-19 virus and how MPS schools are addressing it. Lastly, he informed the board of S. Geldiyev's MPS board membership resignation effective immediately after this meeting (3/5/2020). E. Acar, MPS Chief Academic Officer, invited the board to the upcoming MPS Symposium.

G. Approval of February 13, 2019 Regular Board Meeting Minutes

S. Covarrubias made a motion to approve the minutes from. Regular Board Meeting on 02-13-20

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

Roll Call

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

II. Closed Session Items

A. Public Announcement of Closed Session

H. Beliak, MPS Board Chair, announced to the public that the board would be discussing four matters under potential litigation and one public employment matter. Any actions taken will be reported out.

B. Conference with Legal Counsel-Potential Litigation- Four Matters

These items were discussed in Closed Session.

C. Public Employment- One Matter

This item was discussed in Closed Session.

D. Report Out From Closed Session

H. Beliak announced that no actions were taken during Closed Session.

III. Consent Items

A. Approval of 2019-20 Compliance Monitoring and Certification of Governing Board Compliance Review for MSA-Santa Ana

S. Geldiyev made a motion to approve 2019-20 Compliance Monitoring and Certification of Governing Board Compliance Review for MSA-Santa Ana as a consent item.
S. Covarrubias seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

IV. Action Items

A. Approval of MPS Board Meeting Protocols Policy

B. Torres, MPS Board Secretary, briefly explained the details of the policy and how it would be used. All questions were addressed.
D. Gonzalez made a motion to approve the Magnolia Public Schools Board Meeting Protocols.
S. Geldiyev seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

B. Approval of 2019-20 Second Interim Financial Report and 2019-20 Revised Budget

This item was discussed and approved by the MPS Finance Committee. S. Orazov, MPS Board Member and MPS Finance Committee Chair gave the board and overview of the financial report, he pointed out important information and addressed all questions. N. Montijo, MPS Chief Financial Officer added additional information. A. Rubalcava, MPS CEO and Superintendent, went over all approved expenses to be paid from reserved funds and how these expenses were reflected in the interim report. Staff addressed all questions from the board.

S. Orazov made a motion to approve the 2019-20 Second Interim Report as attached and to approve the projected budget presented in the 2nd Interim Report as MPS Revised Budgets.

S. Geldiyev seconded the motion.

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

Roll Call

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

C. Approval of MSA 3 ASES Program Subcontracting to ThinkTogether

MPS Chief Operations Officer, S. Acar presented the ASES item to the board, he explained how the services would be transitioned, how this was beneficial to the school and he addressed all relevant questions from Board Members.

S. Geldiyev made a motion to approve Magnolia Science Academy 3 (MSA 3) to switch ASES Funds from MSA 3 in-housed operations to the vendor ThinkTogether, Inc to operate the MSA 3 ASES Middle School After School Program as a board approved subcontracting vendor and assign the CEO & Superintendent to sign the MOU.

D. Gonzalez seconded the motion.

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

Roll Call

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

D. Approval of Intra-Organizational Loan to MSA-San Diego and Reduction in Home Office Fee

N. Montijo, MPS Chief Finance Officer, explained the details of the intra-organizational loan and the reduction of home office fees. She explained what the loan funds were needed for and how it would be paid back. All questions were addressed.

D. Gonzalez made a motion to authorize an intra-organizational loan not to exceed $100,000 to meet the cash requirement for MSA San Diego to fund payroll and other operating

expenses, as needed and to approve interest rate of 1.9% per annum applied to the temporary loan and approval of reduction of home office fees in the amount of $34,000.
S. Geldiyev seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

E. Approval of MSA 4 and MSA 6 Dean of Students Position for Remaining 2019-20

M. Avsar, MSA-4 Principal, explained to the board that there was a vacant position at MSA-4 due to a resignation and the school was going to replace this position with a Dean of Students for the remainder of 2019-20. The Principal went over the responsibilities of this role and stated that there were no budget implications just a title change. All questions were addressed.
S. Covarrubias made a motion to approve the addition of Dean of Student position at MSA 4 and MSA 6 for remainder of 2019-20 school year.
S. Geldiyev seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

F. Approval of MSA-2 Full-time Aide/Paraprofessional Using General Unrestricted Funds

D. Garner, MSA-2 Principal, presented the full-time aide/paraprofessional item to the Board. He explained that this position was not part of the approved school's budget but there was funds available in the unrestricted budget for this position without using reserved funds. He elaborated that this position was needed for support to the increase number of English Learner students at MSA-2.
S. Geldiyev made a motion to approve an increase in staffing at MSA-2 by hiring one (1) full-time aide/paraprofessional using General Unrestricted Instructional Aide category of funds.
D. Gonzalez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

V. Information/Discussion Items

A. Verbal Update on Back Office Request for Proposal

N. Montijo, MPS Finance Officer gave a verbal update on the Request for Proposal for Back Office vendor and addressed board questions.

B. Facilities Updates

P. Ontiveros, MPS General Counsel & Director of Facilities gave the board updates regarding each school's facility projects.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:08 PM.

Respectfully Submitted,
H. Beliak

Cover Sheet

Approve Minutes from Special Board Meeting- March 13, 2020

Section:	I. Opening Items
Item:	F. Approve Minutes from Special Board Meeting- March 13, 2020
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on March 13, 2020

Magnolia Public Schools

Minutes

Special Board Meeting

Date and Time
Friday March 13, 2020 at 7:15 AM

Location
Teleconference Dial: 1.312.584.2401 Code: 1948435#

The following sites remained open during the meeting.
• MSA-1 18238 Sherman Way, Reseda, CA 91335
• MSA-2 17125 Victory Blvd., Van Nuys, CA 91406 (S. Covarrubias)
• MSA-3 1254 E. Helmick St., Carson, CA 90746
• MSA-4 11330 W. Graham Place 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
• MSA-San Diego 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas)
• MPS Home Office 250 E. 1st St. Ste. 1500 Los Angeles, CA 90012 (Mr. Serdar Orazov)
• 4701 Patrick Henry Dr. Bldg#25, Santa Clara, CA 95054 (Dr. Umit Yapanel)
• 5113 Babette Ave. Los Angeles, CA 90066 (Ms. Diane Gonzalez)
• 9715 Lockford St. LA, CA 90035 (Mr. Haim Beliak)

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

CEO & Superintendent:
Mr. Alfredo Rubalcava

Directors Present

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

Directors Absent
None

Directors Arrived Late
S. Covarrubias

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 Friday Mar 13, 2020 @ 7:21 AM at
Teleconference Dial: 1.312.584.2401 Code: 1948435#
.

B. Record Attendance and Guests

Refer to attendance information stated above.

C. Approval of Agenda

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

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

S. Covarrubias arrived late.

D. Public Comments

No public comments were made.

II. Action Items

A. CONCERNING MEASURES TO ADDRESS THE ORGANIZATIONAL AND EDUCATIONAL IMPACTS OF THE COVID-19 VIRUS

A. Rubalcava, MPS CEO & Superintendent went over the details of the presented resolution. E. Acar MPS Chief Academic Officer, explained how schools have followed protocols and have began to prepare for a possible school closure. If needed, schools will run instruction as independent learning while ensuring students receive all academic credits required for course completion. Schools have adjusted their schedules to allow teachers to have time to prepare print material and other technology matters to be used during the closure, if needed. MPS will obtain guidance from local health authorizers and they will closely follow decisions made by Los Angeles Unified School District who MPS shares some facilities with and are directly affected by their decisions. As suggested by Board Member D. Gonzalez, there is a possibility to move up spring break to an earlier date to cause as little disturbance to our schools as possible but a final decision has not been made. Details and protocols regarding meals for students are being looked into further due to possible limited access to facilities and distributions. A. Rubalcava, stated that the MPS Home Office will do everything possible

to ensure staff employee compensation is not affected during a school closure. This will be done through the completion and approval of form J-13 for ADA funds. MPS employees along with students and parents will be notified of all actions and procedures taken, staff further elaborated on the communication plan and support for students and staff. All questions were addressed.
S. Orazov made a motion to approve Resolution #20200313-01 regarding CONCERNING MEASURES TO ADDRESS THE ORGANIZATIONAL AND EDUCATIONAL IMPACTS OF THE COVID-19 VIRUS for Magnolia Science Academy 1-8 and MSA-Santa Ana and MSA-San Diego.
D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

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

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:59 AM.

Respectfully Submitted,
H. Beliak

Cover Sheet

Approve Minutes from Special Board Meeting- March 20, 2020

Section:	I. Opening Items
Item:	G. Approve Minutes from Special Board Meeting- March 20, 2020
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Meeting on March 20, 2020

Magnolia Public Schools

Minutes

Board Meeting

Special Board Meeting

Date and Time
Friday March 20, 2020 at 7:00 AM

Location
Teleconference Dial:1-312-584-2401 Code: 1948435#

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

CEO & Superintendent:
Mr. Alfredo Rubalcava

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

Directors Absent
U. Yapanel

I. Opening Items

A. Call the Meeting to Order
D. Gonzalez called a meeting of the board of directors of Magnolia Public Schools to order on Friday Mar 20, 2020 @ 7:05 AM at

Teleconference Dial:1-312-584-2401 Code: 1948435#
.

B. Record Attendance and Guests
Refer to attendance information reported above.

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

Roll Call

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

D. Public Comments
There were no public comments.

II. Action Items

A. CONCERNING MEASURES TO ADDRESS THE ORGANIZATIONAL AND EDUCATIONAL IMPACTS OF THE COVID-19 VIRUS
A. Rubalcava, MPS CEO & Superintendent, went over essential details that had changed since the last MPS Special Board Meeting regarding executive orders affecting MPS schools due to COVID-19. Students were being distributed meals during school closures at specific sites and staff were working remotely while still obtaining their salaries, essential staff were being allowed on campus as needed. E. Acar, Chief Academic Officer, went over the plans for distance learning, support for students and families during this transition and professional development for staff. The MPS Board Chair requested email updates regarding purchases, internet usage, and student/parent resources for academic support during distance learning. L. Vega, MPS Executive Office Manager gave updates on reporting deadlines and extensions regarding CALPADS. All questions were addressed.
H. Beliak made a motion to Approve resolution #20200320-01 which CONCERNs MEASURES TO ADDRESS THE ORGANIZATIONAL AND EDUCATIONAL IMPACTS OF THE COVID-19 VIRUS to take effective March 23, 2020. Additionally to approve setting up a special board meeting for Friday March 27th, 2020 for updates regarding this matter.
S. Orazov seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

III. Closing Items

A. Adjourn Meeting
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:59 AM.

Respectfully Submitted,
H. Beliak

Cover Sheet

Approve Minutes from Special Board Meeting- March 27, 2020

Section:	I. Opening Items
Item:	H. Approve Minutes from Special Board Meeting- March 27, 2020
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on March 27, 2020

Magnolia Public Schools

Minutes

Special Board Meeting

Date and Time
Friday March 27, 2020 at 7:00 AM

Location
Teleconference Dial:1-312-584-2401 Code: 1948435#

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

CEO & Superintendent:
Mr. Alfredo Rubalcava

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

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 Friday Mar 27, 2020 @ 7:03 AM at
Teleconference Dial:1-312-584-2401 Code: 1948435#
.

B. Record Attendance and Guests

Refer to attendance information recorded above.

C. Approval of Agenda

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

Roll Call

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

D. Public Comments

There were no public comments.

II. Action Items

A. CONCERNING MEASURES TO ADDRESS THE ORGANIZATIONAL AND EDUCATIONAL IMPACTS OF THE COVID-19 VIRUS RESOLUTION NO. 3

A. Rubalcava, MPS CEO & Superintendent, went over the resources that have been placed to support students and staff for the transition into distance learning. He went over meal distributions, at-home internet access, and budget implications. E. Acar, Chief Academic Officer explained the processes the Academic Department had worked on and how they planned to work with teachers to ensure a smooth transition into distance learning. Board Members gave some recommendations and discussed further supports.
S. Orazov made a motion to approve Resolution #20200327-01 Concerning Measures to Address the Organizational and Educational Impacts of the COVID-19 Virus.
D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

B. Approval of Resolution for Dissolution of Assets and Liabilities for Magnolia Science Academy-4

A. Rubalcava, MPS CEO & Superintendent, explained his communications with the Charter School Division of LAUSD and their requests for the dissolution of assets of Magnolia Science Academy-4 (MSA-4). He stated that the resolution brought forth was part of the material revision process for Magnolia Science Academy-6 (MSA-6) and specifically details MSA-4's net assets following closure which will immediately be transferred to MSA-6. A. Rubalcava also went over some details regarding the delay of the material revision approval process due to COVID-19. All questions were addressed.
H. Beliak made a motion to approve the resolution that authorizes the MPS CEO & Superintendent Alfredo Rubalcava to direct and oversee the fund transfer process of Magnolia Science Academy-4's net assets to Magnolia Science Academy-6.
S. Orazov seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:51 AM.

Respectfully Submitted,
H. Beliak

Cover Sheet

Approve Minutes from Special Board Meeting- April 2, 2020

Section:	I. Opening Items
Item:	I. Approve Minutes from Special Board Meeting- April 2, 2020
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on April 2, 2020

Magnolia Public Schools

Minutes

Special Board Meeting

Date and Time
Thursday April 2, 2020 at 7:00 AM

Location
Teleconference Dial:1-312-584-2401 Code: 1948435#

All members of the public can participate by calling in using the numbers provided above.

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

CEO & Superintendent:
Mr. Alfredo Rubalcava

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

Directors Absent
S. Dikbas

Directors Arrived Late
H. Beliak

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 Apr 2, 2020 @ 7:04 AM at
Teleconference Dial:1-312-584-2401 Code: 1948435#
.

B. Record Attendance and Guests

Refer to attendance information stated above.

C. Approval of Agenda

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

Roll Call

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

D. Public Comments

There were no public comments.

II. Action Items

A. Approval of Resolution for Intra-Organizational Transfer from MSA 5 to MSA 1

N. Montijo, MPS Chief Finance Officer, explained that the resolution being presented was a request from Los Angeles County Office of Education (LACOE). A. Rubalcava, MPS CEO & Superintendent gave extra details regarding the start of the loan. P. Ontiveros, MPS General Counsel & Facilities Director, stated that the funds from this loan if approved would allow MPS to pay all final invoices for the MSA-1 project which include paying Oltman's Construction Company.
S. Orazov made a motion to approve the attached resolution covering the terms and conditions issued by LACOE in their letter of approval dated March 30, 2020 and determine the start date of the loan and to direct the MPS Board Vice Chair to notify LACOE of the start and end of the loan once determined.
D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

III. Information and Discussion Items

A. Updates Concerning Measures to Address the Organizational and Educational Impacts of the COVID-19 Virus

Staff updated the board on the new information affecting school operations with the COVID-19 changes. MPS CEO & Superintendent went over details regarding the extension of the closure of the schools, student meals during spring break and updates on Distance Learning plans. All questions were address. This was an information item that was discussed

as part of Action Item III A in the Emergency MPS Board Meeting, refer to the relevant minutes for more details.
H. Beliak arrived late.

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 7:51 AM.

Respectfully Submitted,
U. Yapanel

Cover Sheet

Approve Minutes from Emergency Board Meeting- April 2, 2020

Section:	I. Opening Items
Item:	J. Approve Minutes from Emergency Board Meeting- April 2, 2020
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Emergency Board Meeting on April 2, 2020

Magnolia Public Schools

Minutes

Emergency Board Meeting

Date and Time
Thursday April 2, 2020 at 7:00 AM

Location
Teleconference Dial:1-312-584-2401 Code:1948435#

All members of the public can participate by calling in using the numbers provided above.

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

CEO & Superintendent:
Mr. Alfredo Rubalcava

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

Directors Absent
S. Dikbas

Directors Arrived Late
H. Beliak

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 Apr 2, 2020 @ 7:04 AM at
Teleconference Dial:1-312-584-2401 Code:1948435#
.

B. Record Attendance and Guests

Refer to attendance information reported above.

C. Approval of Agenda

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

Roll Call

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

D. Public Comments

There were no public comments.

II. Action Items

A. CONCERNING MEASURES TO ADDRESS THE ORGANIZATIONAL AND EDUCATIONAL IMPACTS OF THE COVID-19 VIRUS RESOLUTION NO. 4

H. Beliak arrived late.
Staff updated the board on the new information affecting school operations with the COVID-19 changes. A. Rubalcava, MPS CEO & Superintendent went over details regarding the extension of the closure of the schools, student meals during spring break and updates on Distance Learning plans. He explained that the presented resolution was requested to allow him to close schools until June 12, 2020 if needed. E. Acar, Chief Academic Officer elaborated on details regarding Distance Learning, how it would be adjusted to fit student needs through the end of the school year and he also shared items that still needed adjustment, improvements and clarification. All questions were address.
U. Yapanel made a motion to approve Resolution 20200402-02 regarding concerning measures to address the organizational and educational impacts of the COVID-19 virus.
D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:51 AM.

Respectfully Submitted,

U. Yapanel

Cover Sheet

Approve Minutes from Special Board Meeting- April 17, 2020

Section:	I. Opening Items
Item:	K. Approve Minutes from Special Board Meeting- April 17, 2020
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on April 17, 2020

Magnolia Public Schools

Minutes

Special Board Meeting

Date and Time
Friday April 17, 2020 at 7:00 AM

Location
Teleconference Dial:1-312-584-2401 Code: 1948435#

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

CEO & Superintendent:
Mr. Alfredo Rubalcava

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

Directors Absent
H. Beliak

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 Friday Apr 17, 2020 @ 7:03 AM at
Teleconference Dial:1-312-584-2401 Code: 1948435#
.

B. Record Attendance and Guests

C. 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

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

D. Public Comments

There were no public comments.

II. Information and Discussion Items

A. Updates Concerning Measures to Address the Organizational and Educational Impacts of the COVID-19 Virus

A. Rubalcava, MPS CEO & Superintendent, gave the Board updates on the Governor's guidance regarding changes in school operations due to COVID-19. He explained that MPS is following operations similar to those of Los Angeles Unified School District during school closures. Information regarding summer school, new school budgets and meal distributions was announced. Questions from Board members were addressed.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:39 AM.

Respectfully Submitted,
U. Yapanel

Cover Sheet

Approval of “Infinite Campus” as the School Information System (SIS) for all MPS

Section:	III. Action Items
Item:	A. Approval of “Infinite Campus” as the School Information System (SIS) for all MPS
Purpose:	Vote
Submitted by:	
Related Material:	III A SIS RFP.pdf

Board Agenda Item #	III A Action Item
Date:	April 23, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of "Infinite Campus" as the School Information System (SIS) for all MPS

Proposed Board Recommendation

I move that the board approve "Infinite Campus" as the School Information System (SIS) for all MPS.

Background

Why Does MPS Need a New SIS?

MPS has been using various SIS since 2002 with the latest two being CoolSIS and Illuminate Education. MPS has been using Illuminate Education for our SIS since the 2018-19 school year. MPS first started using Illuminate Education's Data & Assessment (DnA) program in 2016-17, and after two years, upon approval of the board, also started using the SIS. In many areas Illuminate provided better solutions compared with our old SIS, CoolSIS, and the MPS accountability team has worked tirelessly for the transition and full implementation of Illuminate. Since then our school sites have been successfully implementing Illuminate and other programs that work in sync with Illuminate (SchoolMint for application/lottery, ParentSquare for stakeholder communication, PrimeroEdge for lunch data/operations, etc.)

A few months ago, we were notified by Illuminate Education, along with other districts and schools, that Illuminate would cease their SIS support by the end of the 2020-21 school year. This news was received with a heartbreak because we had worked diligently to have a successful transition to Illuminate, trained all staff, had two years of implementation and as we had started excelling at it, we received the disheartening news. In short, next school year, i.e., 2020-21, will be our last year with Illuminate. Therefore, we informed our Board in December 2019 that we would like to run a Request for Proposal (RFP) to choose our next SIS and we shared the proposed RFP document with the Board. The proposed plan was to run the RFP and make a recommendation to the Board to approve the new SIS at their April 2020 meeting. This will give us plenty of time to use the next school year for transition (planning, migrating, training, etc.) so that we can fully implement the new SIS in 2021-22.

The RFP Process

In order to evaluate the RFP criteria and make the best decision we formed a committee of representatives from different levels of staff at MPS: Home Office, principals, Deans of Academics, Deans of Students, special education and teacher representatives, office managers, etc. The committee had about 20 people. This committee reviewed the proposals, attended the presentations, scored the RFP and made a recommendation to the Home Office accountability team during the month of February. We made sure the committee members committed to attending all presentations to make an informed recommendation.

The criteria we used to evaluate the RFP are attached. It was developed with our school leadership teams and Home Office staff. We organized our SIS criteria into 17 categories as follows:

> General Requirements, Security, Compatibility, Data Migration, Administrative Reporting, Student Demographics, Student Scheduling, Grading, Attendance, Student Health Records, Teacher Portal, Student/Parent Portal, Special Education, Behavior Student Discipline, State & Federal, Student Achievement Information, and Technical/Customer Support.

Please refer to the attached RFP document and SIS Criteria for details.

Six bidders responded to our RFP: Infinite Campus, Synergy, PowerSchool, Aeries, Aequitas and Alma. After a review of the proposals the committee decided to invite four of the vendors to present to the committee: Infinite Campus, Synergy, PowerSchool, and Aeries. Each vendor was provided with a 2-hour presentation time including a Q&A session. After attending each presentation, we discussed pros and cons of that SIS as a group. At the end of all four presentations, we asked the committee to carefully consider all criteria and narrow down the candidates from four to two. The committee unanimously selected Infinite Campus and Synergy as the two finalists. Those two vendors were then invited for a second presentation to respond to detailed questions from the committee. Furthermore, an additional webinar was also arranged for those two vendors to present specifically about California compliance and reporting to which our accountability team and office managers attended. In the end, both SISs were found eligible to meet the needs of MPS. On behalf of the committee, after much deliberation, having weighed pros and cons for each SIS, the MPS accountability team recommends that the Board approve Infinite Campus as our new SIS.

Why Infinite Campus?

Infinite Campus meets all of our required criteria and even goes above and beyond in some areas that inspire us to provide a dynamic platform to our students, families, and staff. Some features of Infinite Campus that our committee has highlighted include the following:

- Infinite Campus is an Illuminate Education partner, which means data migration will be a lot easier compared to other SIS.
- The LMS feature is powerful with the integration of Google classroom, Illuminate DnA and other online tools allowing teachers to have curriculum maps and lesson plans integrated with technology.
- It provides great support and professional development, including on-site training to staff. Our team is assured that Infinite Campus will provide all the necessary support for a successful transition. Infinite Campus also has a platform for end-users where they can participate in self-paced training modules and improve their savviness with the system.

- Infinite Campus provides a flexible system with grading options (standards-based, etc.) and customizable progress reports/report cards.
- Infinite Campus app for parents, students, and staff work on most platforms and provide the same, strong tools regardless of the platform.
- Infinite Campus integrates well with other MPS software (Illuminate DnA for data/assessment, SchoolMint for application/lottery, ParentSquare for stakeholder communication, and Meals Plus--our new program for lunch data/operations, etc.)
- Infinite Campus is a partner with Tableau, which is a powerful, secure, and flexible end-to-end analytics platform for data. This is especially important for MPS because we are a data-driven organization and need a platform for data analytics and visualization. MPS proposes that we not renew our Illuminate DnA agreement and add Tableau licensing to our Infinite Campus agreement starting with the second year of implementation. First year we would like to focus our attention on getting experienced with the basic components of the system and integration with other programs MPS uses.
- Even with the add-on tools (LMS, Registration, Tableau), pricing is relatively better and affordable.

Price Comparison

The following chart shows a price comparison of the four vendors. It is typical for SIS vendors to charge a higher price in the first year or first two years to cover data conversion, training, and other support costs. Our team has considered the price, but the price has a low weight in our decision. We have focused more on the quality of the program, how it fits MPS' needs, and the likelihood of support for successful implementation than the cost in our ultimate decision. Fortunately, it turned out that Infinite Campus's pricing is at the lower end of the price spectrum.

	Infinite Campus	Synergy - EduPoint	PowerSchool	Aeries
Year 1	$64,550	$66,743	$133,241	$81,630
Year 2	$53,450	$88,745	$62,935	$39,180
Year 3	$48,000*	$50,857	$62,935	$39,180

* The price for Year 3 and 4 under Budget Implications includes the added Tableau component for data analytics.

Conclusion

In conclusion, the MPS accountability team recommends that the Board approve Infinite Campus as MPS' new SIS. After Board approval the accountability team will start working with Infinite Campus on a detailed transition plan during the rest of the school year and 2020-21. Pricing information is attached and also listed below under Budget Implications. We will keep the Board updated about our progress during this transition.

Budget Implications

The details of the estimated cost (licensing fees, implementation services, etc.) are attached and also listed in the tables below. For budgeting purposes, the following tables show the Infinite Campus cost broken down for each MPS for four years based on an estimate of 3,800 students. It covers Infinite Campus SIS (license, support, and cloud

choice hosting), Campus Learning Suite (LMS), Online Registration Prime, Implementation Services (Project Management, ISI Data Conversion, Process and Business Consulting, and Onsite Training), Campus Learning Training, Campus Online Registration Training, Campus Passport, Data Health Check, and estimated travel costs (only actual billed). Tableau will be added in Year 3.

Schools have budgeted the FY 2020-21 amounts in their LCAP and budget.

(YEAR 1) FY 2020-21	
License: $6 per student; Cloud Choice Hosting: $1 per student; Campus Learning Suite (LMS): $1 per student; Online Registration Prime: $2 per student; Support: $10,000; Year 1 Discount: ($2) per student; Year 1 Implementation Services: $24,150	
MSA-1	$11,041.45
MSA-2	$7,389.28
MSA-3	$8,442.46
MSA-4	$1,851.57
MSA-5	$4,773.30
MSA-6	$1,885.54
MSA-7	$4,960.16
MSA-Bell	$8,187.66
MSA-San Diego	$7,151.46
MSA-Santa Ana	$8,867.13
TOTAL:	**$64,550.00**

(YEAR 2) FY 2021-22	
License: $6 per student; Cloud Choice Hosting: $1 per student; Campus Learning Suite (LMS): $1 per student; Online Registration Prime: $2 per student; Support: $10,000; Year 2 Discount: ($2) per student; Year 2 Implementation Services: $13,050	
MSA-1	$9,142.76
MSA-2	$6,118.62
MSA-3	$6,990.70
MSA-4	$1,533.17
MSA-5	$3,952.49

MSA-6	$1,561.30
MSA-7	$4,107.21
MSA-Bell	$6,779.71
MSA-San Diego	$5,921.70
MSA-Santa Ana	$7,342.34
TOTAL:	**$53,450.00**

(YEAR 3) FY 2022-23	
License: $6 per student; Cloud Choice Hosting: $1 per student; Campus Learning Suite (LMS): $1 per student; Online Registration Prime: $2 per student; Support: $10,000; Tableau: $22,560 → Tableau will be added as an addendum to the 3-year agreement. Amounts may vary depending on census day enrollment.	
MSA-1	$12,069.47
MSA-2	$8,077.26
MSA-3	$9,228.51
MSA-4	$2,023.96
MSA-5	$5,217.73
MSA-6	$2,061.09
MSA-7	$5,421.98
MSA-Bell	$8,949.98
MSA-San Diego	$7,817.31
MSA-Santa Ana	$9,692.72
TOTAL:	**$70,560.00**

(YEAR 4) FY 2023-24	
License: $6 per student; Cloud Choice Hosting: $1 per student; Campus Learning Suite (LMS): $1 per student; Online Registration Prime: $2 per student; Support: $10,000; Tableau: $16,160 Amounts may vary depending on census day enrollment. 3-year agreement will be over and the new agreement will be brought to the Board.	
MSA-1	$10,974.74

MSA-2	$7,344.63
MSA-3	$8,391.45
MSA-4	$1,840.38
MSA-5	$4,744.46
MSA-6	$1,874.15
MSA-7	$4,930.19
MSA-Bell	$8,138.19
MSA-San Diego	$7,108.25
MSA-Santa Ana	$8,813.56
TOTAL:	**$64,160.00**

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

MPS has to have a SIS since the current SIS, Illuminate, will not be available for the 2021-22 school year.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- RFP for SIS
- SIS Criteria
- Infinite Campus Response to MPS SIS RFP
- Infinite Campus Cost Proposal

REQUEST FOR PROPOSAL
FOR
STUDENT INFORMATION SYSTEM
OF
MAGNOLIA PUBLIC SCHOOLS

About Magnolia Public Schools

The Magnolia Educational & Research Foundation ("Foundation") dba Magnolia Public Schools (MPS) is a non-profit organization established in August 1997. The Foundation is granted tax-exemption status (501(c)(3)) by the IRS and the State of California. The headquarters of the Foundation is located in Los Angeles, California. MPS oversees a network of charter schools throughout California dedicated to inspiring students to choose career paths in science, technology, engineering, art, and math (STEAM), while providing a robust, standards-based education program within a supportive culture of excellence.

In the fall of 2002, the Foundation established its first charter school, Magnolia Science Academy-1 ("MSA-1"), in the San Fernando Valley. Since then, the Foundation has successfully replicated its educational program and philosophy at 9 other charter school sites throughout California:

School Name	City	Grades Served	Enrollment Numbers (As of Census day Oct 2, 2019)
Magnolia Science Academy-1	Reseda	6-12	650
Magnolia Science Academy-2	Lake Balboa	6-12	435
Magnolia Science Academy-3	Carson	6-12	497
Magnolia Science Academy-4	Los Angeles	6-12	131
Magnolia Science Academy-5	Reseda	6-12	282
Magnolia Science Academy-6	Los Angeles	6-8	134
Magnolia Science Academy-7	Northridge	TK-5	292
Magnolia Science Academy-8	Bell	6-8	482
Magnolia Science Academy-SA	Santa Ana	TK-12	444
Magnolia Science Academy-SD	San Diego	6-8	546

Magnolia Public Schools today is made up of 10 school sites listed above. The 10 schools have a combined total of 3,893 students in grades TK-12.

MPS is accepting bids from qualified companies to replace our current Student Information System. The product would be purchased as a consortium to include all schools. Billing would be managed through Magnolia Public Schools. Implementation and support would be at each individual school. Please break down costs per site in order to calculate for budgeting.

Any award / contract will be pending the Magnolia Public Schools Board approval and availability of funds.

PURPOSE

The purpose of this Request for Proposal is to establish a contract for an internet based Student Information System, henceforth referred to as SIS to be used MPS-wide.

It is our goal to optimize data entry and analysis of student information at the student, site, and district levels. In an effort to obtain this goal, Magnolia Public Schools is looking for a viable platform that is designed to help all district users, school site administrators, and teachers, streamline the way they enter, store, edit, and view the information collected.

Transitioning to the new SIS will begin in the 2020-21 school year. Full integration and use will commence the 2021-22 school year. In person training should be made available to our school sites and district throughout the transition.

SCOPE OF WORK

The MPS District is composed of elementary, middle, and high-schools. Schools have different authorizers and must be able to customize their Student Information System to meet their requirements
At a minimum, the platform should provide solutions in the following areas:

- A district-wide web based database for all student information that can hold historical data, for the legal amount required, from 2 legacy SIS's (CoolSIS & Illuminate) as well as the current school year’s data.
- A transition plan that is easy to follow and implement district wide so that all schools are operating fully off of the system by 2021-22 school year.
- A customizable approach to student data management and reporting that spans pre-K, elementary, middle and high school and various authorizer, state and federal requirements
- A system in which multiple levels of access are available, so users are only presented with information that is directly relevant to them and should have access to. (e.g., Central Administrator, School Level Administrator, Other staff, Parents, etc.).

Requirements are broken down into categories. Provide your response for each category as these areas are the focus of our review. We are looking for a system that offers innovative, simple solutions for the input and monitoring of:

- Student Demographics
- Scheduling
- Grading
- Attendance
- Health Records
- Special Education
- Behavior
- Student Achievement Information
- Information required for State and Federal reporting

As well as providing substantial components of the following:

- Security
- Compatibility with other systems
- Data Migration
- Administrative Reporting
- Teacher Portal
- Parent Portal
- Student Portal
- Customer Service and Support

Specific requirements are found in attached SIS criteria document. Each vendor is strongly encouraged to address each and every one of these capabilities in its response, as well as to include "value added" items that will supplement or enhance the capabilities listed.

SUBMISSION REQUIREMENTS:

In order to facilitate the analysis of responses to this RFP, proposers are required to prepare their proposals in accordance with the instructions outlined in this part and elsewhere in this RFP.

Please submit complete proposals electronically by emailing Jennifer Wade at jwade@magnoliapublicschools.org. Completed proposals must include the following:

- Complete response to attached criteria.
- Thorough transition plan.
- A price breakdown that includes price per student, per site, transition fees and services included in those fees.
- Provide end-user to review the demo accounts at a minimum for district admin, mentor/teacher, school site administrator, and student roles.
- Provide a thorough business plan which supports the sustainability and growth of the company.

STUDENT INFORMATION SYSTEM RFP TIMELINE NOTICE

MPS would like to inform the qualified vendors of the tentative RFP timeline outlined below:

RFP Posted	December 13, 2019
RFP Q&A Period Please direct all communication and questions to Jennifer Wade by emailing them at jwade@magnoliapublicschools.org	December 13, 2019 through January 31, 2020
RFP Deadline to submit	January 31, 2020
Presentation to Evaluation Committee (Subject to change)	February 3, 2020 through February 14, 2020
Evaluation Committee Meeting Date (Subject to change)	By February 14, 2020
MPS Board Meeting Date to decide winning bidder (subject to change)	March 5, 2020

*Note: Dates of all meeting dates are subject to change and based on availability.

Functional Requirements Compliance Legend and Score Key:
3 = Compliant
2 = Partially Compliant
1 = Future Compliant
0 = Not Compliant

	SIS Requirements/Criteria:	Compliance	Comments
1. General Requirements			
1	Solution provides a district-wide database for all student information, (which include TK,Elementary,Middle and High school students) with access to historical data from 2 legacy SISs (CoolSIS & Illuminate) as well as the current school year's data.		
2	Has a transition plan that is easy to follow and implement so that all schools within the district are fully operational by the 2021-22 school year.		
3	Vendor must be an established SIS system for a minimum of 10 years.		
	Holistic Category Score:		
2. Security			
1	Must allow or exclude users by: a. one or more schools b. function (such as attendance, grading, etc.) c. task (adding, changing, printing, deleting) d. specific program function (posting daily attendance for specific groups of students) e. school year		
2	Conforms to security and confidentiality of student records as required by all applicable statutes and regulations, including California State, FERPA & HIPAA.		
3	Has ability to give one user access to multiple or all schools.		
	Holistic Category Score:		
3. Compatibility-The system must interface with additional systems via complete read/write API including but not limited to:			
1	SchoolMint		
2	ParentSquare		
3	Illuminate		
4	Welligent		
5	CALPADS		
6	SEIS		
7	Clever		
8	Primero Edge/Meals Plus		
9	Google Classroom		
	Holistic Category Score:		

Functional Requirements Compliance Legend and Score Key:
3 = Compliant
2 = Partially Compliant
1 = Future Compliant
0 = Not Compliant

	SIS Requirements/Criteria:	Compliance	Comments
4. Data Migration			
1	Provide the ability to migrate data and perform the data conversion from our current vendor, Illuminate, and former vendor, CoolSIS, to the new Student Information System. Full retirement of the old applications is required.		
2	Provide ability to rollover student level data & ID's created in Illuminate & CoolSIS		
3	Allows for mass updates to certain fields (to make replacements directly in database) so that quick updates can be made by properly authorized system users.		
	Holistic Category Score:		
5. Administrative Reporting			
1	System provides extensive pre-built reports with data that is frequently asked: e.g. chronically absent students, at risk students, student programs, student demographic information, address labels, emergency information, end-of-year cumulative labels etc. And ability to view reports in browser or save as excel/txt/pdfs		
2	System provides the ability to create custom reports that can pull and group information from various fields and ability to view reports in browser or save as excel/txt/pdfs		
3	Provides mail merge capabilities.		
4	Provides integrated wizards for graphing and charts.		
5	Print and design forms in multi-language (Spanish, Vietnamese, etc.).		
	Holistic Category Score:		
6. Student Demographics			
1	Student Demographic Data fields are defined by the mandatory fields required by the California state reporting system (CALPADS) and includes, but not limited to, the following information 1.Student full name, birthdate, gender, rance, & ethnicity 2.Student Local & State ID 3.English Language Acquisition information (US/CA start date, primary/first/home language) 4.Parent & Emergency contact information If specific demographic fields are not automatically generated by the SIS, SIS allows district to create demographic fields needed and add those fields to the necessary reports		

Functional Requirements Compliance Legend and Score Key:
3 = Compliant
2 = Partially Compliant
1 = Future Compliant
0 = Not Compliant

	SIS Requirements/Criteria:	Compliance	Comments
2	The district and individual schools must be able to store multiple addresses and relationships for each student, ability to prioritize contacts and define access based on relationship. This includes, but not limited to the following: a. Student's legal guardian, and their preferred first and last names b. after school care and pick-up authorization c. mother and father relationship (custody) if separated or divorced d. If an order of protection in place		
3	Validates the student address and can assign an assigned public school district and assigned public school based on the student's grade level and address.		
4	Maintain instructional staff information such as employee ID, system ID, state ID, name, initials and short name, buildings, team, department, homeroom, position/role, phone, email address.		
5	Contains an enrollment/registration module which can run lotteries and allows the parent to register their new student which would then create and populate the student's profile and demographic information This should be customizable and support multiple languages as appropriate.		
6	Flags medical, legal, disability alerts system-wide.		
	Holistic Category Score:		

7. Student Scheduling			
1	The system must provide a user-friendly means (e.g. one screen, one step) of entering course requests, modeling a schedule, and enrolling a student in a modeled schedule for elementary, middle, & high schools and be capable of handling rotating block scheduling as well as traditional scheduling methods.		
2	All courses must be defined with a code and description based on the CALPADS course descriptions and must be updated as the course descriptions are updated by the state.		
3	Support scheduling of sequenced, corequisite and prerequisite, anti-requisites, schedule before, schedule after, schedule opposite classes. Must include auto-checks for pre-requisites and whether a student has passed the class before allowing a course to be added to a student’s schedule.		
4	The system supports locking a scheduling run and preventing it from being deleted or modified, with override capabilities. Also provides mass/individual scheduling of students as well as a walk-in student scheduler for students enrolling after the start of the school year.		
5	Allow for a course to be inactive in the course catalog, without deleting the course and allows the school to use the current year master schedule as a starting point for next year’s master schedule.		

Functional Requirements Compliance Legend and Score Key:
3 = Compliant
2 = Partially Compliant
1 = Future Compliant
0 = Not Compliant

	SIS Requirements/Criteria:	Compliance	Comments
6	Provide conflict matrix of each student with irresolvable conflicts, indicating all courses elected and corresponding master schedule class possibilities, and flag master schedule classes that are filled.		
7	Provide ability to print schedules sorted by distributing period and date, by homeroom teacher, for future or current schedules.		
8	Allow counselors to create student 4-year plans and track students' progress towards meeting graduation requirements and diploma types		
9	Allows the user to define teacher qualifications and preferences to be used in scheduling. May require interface with HR system to access qualifications. Based on the preferences set by the district, the system should provide the ability to track a teacher's Highly Qualified Teacher status and alert the scheduler when an unqualified teacher is assigned to teach a class.		
	Holistic Category Score:		
8. Grading			
1	Grade information, transcripts, amd assessment data must be easily available by year, by school attended and for each marking period display the course section, grade, earned credits, comment code, if credits were adjusted and why, and be able to be printed for individual students, selected students, and in mass.		
2	The system must be able to handle alphabetic, numeric or combination grading. Each school may have its own grading scheme, so the system must be flexible to address the unique needs of each school, controlled at the district level.		
3	Report cards & progress reports are available in a mailable format, with citizenship/conduct grades, that address high, middle, and elementary school needs		
4	Labels for the student's cumulative record with finalized grades should be a report that can be easily generated by staff		
5	The system should allow standards/mastery-based grading.		
6	Real time letter grade and cumulative GPA should be accessible at any time, not only after grades are finalized for progress reports/ report cards		
	Holistic Category Score:		
9. Attendance			

Functional Requirements Compliance Legend and Score Key:
3 = Compliant
2 = Partially Compliant
1 = Future Compliant
0 = Not Compliant

	SIS Requirements/Criteria:	Compliance	Comments
1	Attendance taken within the system should be intuitive and easy to use for teachers and administrators and must be updated in real time. The office attendance clerk may access and modify student attendance history and enter reason for the absences in a communication log, and should prevent teachers from overwriting absences entered by the office.		
2	Enrollment summary reports that calculate tardies and absentees by grade and various demographic information, must be available. The report must also calculate the average daily attendance and average daily enrollment . This information must be available for any specific date for a specific student.		
3	Multiple user defined letters must be able to be stored and merged with the address/relationship information to notify family members of excessive absences, tardies, and/or Truancy.		
4	The system must produce all State required auditable attendance reports per CA State format, automatically calculates ADA (average daily attendance, total and in district)based on the school's accounting period. and provides audit trail management		
5	Ensure that absences cannot exist for a student on days that the student is not enrolled and alerts staff of unverified cases of Independent study and missing attendance. The system must automatically find and delete the invalid absences, and flag users of pending independent study/missing items		
6	School calendars can be: Altered during the school year (before or after the fact) Saved for prior years Copied to other campuses		
	Holistic Category Score		

10. Student Health Records			
1	Allows staff to enter and keep track of: Immunizations, health alerts, upcoming screening and results, medication given, and emergency contact information easily		
2	Automatically calculates immunization compliance on-screen based on specific State requirements to determine which students are not up-to-date and which ones are complete. System must be easily configurable updated as State requirements change and have the ability to enter exemptions and their expiration date.		
3	The ability to view and print the most recent CA "Blue Card" for each student's cumulative record as needed.		
4	Ability to generate user defined medical alerts & that also show up in teacher gradebooks to alert them of special health risks/needs as well as an Emergency contact list with all telephone numbers and contact information.		

Functional Requirements Compliance Legend and Score Key:
3 = Compliant
2 = Partially Compliant
1 = Future Compliant
0 = Not Compliant

	SIS Requirements/Criteria:	Compliance	Comments
5	Capacity to produce professional reports, logs and letters. e.g.immunization notices, immunization compliance reports, medication logs, emergency contact list and alerts etc.		
	Holistic Category Score:		
11. Teacher Portal			
1	The system shall provide for real time class rosters including transferred student in the teacher gradebook.Changes made in the Main SIS or the Teacher's portal should be seen immediately in the teacher attendance/gradebook & Main SIS		
2	The system shall provide the ability for creation of various customized seating charts for each class allowing for flexibility on the room arrangement. Seating charts can be used as an entry point for logging attendance, behavioral events, grades. etc.		
3	The system shall provide the ability to create and define grading categories, weights of assignments, copy multiple assignments to multiple class files, exempt students from an assignment, and the ability to create special scores for assignments and extra credit.		
4	The system shall provide the ability for identification of missing or incomplete assignments.		
5	The system shall provide for score display as letter grade, code, percentage and/or raw numeric score.		
	Holistic Category Score:		
12. Student/Parent Portal			
1	The System shall provide Parent and Students access to current grades, missing assignments, assignment grades, class attendance, and discipline entries by class or date range. The System shall also display a list of the student's behavior point totals, current classes,with their current and cumulative gpa.		
2	Parent can select language (English, Spanish) in which to view assignments, grades and other student information.		
3	Allow for Parents to have a single login to access all of their assigned students as well as multiple logins to be associated with the same student to provide for split-household situations.		
4	The system shall provide Parent and students a view of met diploma requirements. Views should include where the student is currently, will be at the completion of current courses, and based on course requests for next year.		

Functional Requirements Compliance Legend and Score Key:
3 = Compliant
2 = Partially Compliant
1 = Future Compliant
0 = Not Compliant

	SIS Requirements/Criteria:	Compliance	Comments
5	Changes in system data should be mirrored in real-time updates to parent portal.		
6	Ability to enable/disable portal features (i.e. course registration, assignments, etc) by school.		
7	Vendor has a functional mobile platform available for parents, student, and school/district users.		
	Holistic Category Score:		

13. Special Education			
1	The system tracks students who are receiving special services under IEP or 504.		
2	The system tracks students who are not attending (or only attending part-time) in the school district but who are receiving special education services from the school district.		
3	The system can integrate with 3rd party systems (e.g., SEIS/Welligent) and automate importing and exporting of data.		
4	The system has the ability to denote that a student needs to participate in special programs/IEP/504 within a class roster, so a teacher can easily understand and research the student's needs.		
5	The system tracks students who has a modified curriculum, grading standard or graduation/promotion criteria.		
	Holistic Category Score:		

14. Behavior Student Discipline			
1	The system allows for the tracking of positive behavior points		
2	A simple posting routine must be in place that will allow the user to add the incident date, time, type, location, staff reporting the incident, free-form comment of what happened, incident reason, activity at the time of the incident, other incident factors, and participants involved in the incident. Stores consequence, duration of consequence, and if authorities were involved in major incidents. Allows for escalation of incidents and the ability to differentiate between students accused of something vs students who have been confirmed to have commited the incident. The teacher must be able to create an electronic referral that can be completed by an administrator to generate a major discipline incident in the system. A notification should be sent to applicable administrators via email or alert within the SIS system.		

Functional Requirements Compliance Legend and Score Key:
3 = Compliant
2 = Partially Compliant
1 = Future Compliant
0 = Not Compliant

	SIS Requirements/Criteria:	Compliance	Comments
3	The system must be able to track communication attempts, reentry plans, interventions, hearing outcomes, and any other corrective action that was taken for that student and relative incident		
4	The system must allow for multiple offenders, victims, and witnesses to be attached to an incident and different actions (Disciplinary measures) to be assigned to each participant. and must protect victim/offender/witness identity must be protected when discipline items are shared on student or parent portal.		
5	Required fields populate important state and federal reports. State offense codes should be tied to any major incident with the option of omitting minor infractions.		
6	The system allows the user to specify the duration of the in-school or out-of-school suspension for each student and generate the appropriate attendance codes, in accordance with the state, federal, and district policy.		
	Holistic Category Score:		

15. State & Federal			
1	The vendor must guarantee that the system will maintain compliance with all California and Federal regulations and reporting requirements. Must update the system in a timely manner when changes in regulations happen		
2	The system meets, district,authorizer, California, and federal data retention requirements.		
3	The system produces the necessary electronic files to fully and seamlessly integrate with the State of California or Federal requirements (e.g., Civil Rights,CALPADS)		
4	The system must have built-in data checks available to use as a pre-submission data validation tool for state and Federal Reports		
5	For federal reporting purposes, if the student selected “NO” for Hispanic ethnicity and has selected two or more race categories, the student would be reported as “Two or More Races” and NOT counted in each of the individual races. If the student selected “YES” for Hispanic ethnicity and has selected one or more race categories, the student would be reported as “Hispanic”.		
	Holistic Category Score:		
16. Student Achievement Information			
1	Provides a platform to store and display student achievement data, inclucing SBAC and ELPAC scores		

Functional Requirements Compliance Legend and Score Key:
3 = Compliant
2 = Partially Compliant
1 = Future Compliant
0 = Not Compliant

	SIS Requirements/Criteria:	Compliance	Comments
2	Allows upload of interim, benchmark, and other assessment scores		
3	Provides a platform to monitor student academic progress		
	Holistic Category Score:		
17. Technical/Customer Support			
1	Provides adequate support to the district in transitioning all data to new software		
2	Provides district with in person training opportunities for the various user types, especially when district is launching new software at school sites		
3	Provides fast, efficient customer support with no more than 48 hour turnaround time in resolving issues		
4	Provides trainings throughout the year to learn about updates and new tools available within the system		
5	Provides Production and Training environments		
	Holistic Category Score:		
	OVERALL SCORE: (out of 51)	0	

Electronic

simple || powerful®

Magnolia Public Schools
Request for Proposal
Student Information System
Due: January 31, 2020

PROPOSED BY
Infinite Campus, Inc.
4321 109th Ave. NE
Blaine, MN 55449
800.850.2335

Contact: Ashton Faires
Strategic Market Development
Phone: 480.294.3311
ashton.faires@infinitecampus.com

The Most Trusted Name In Student Information

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➢ Business Plan

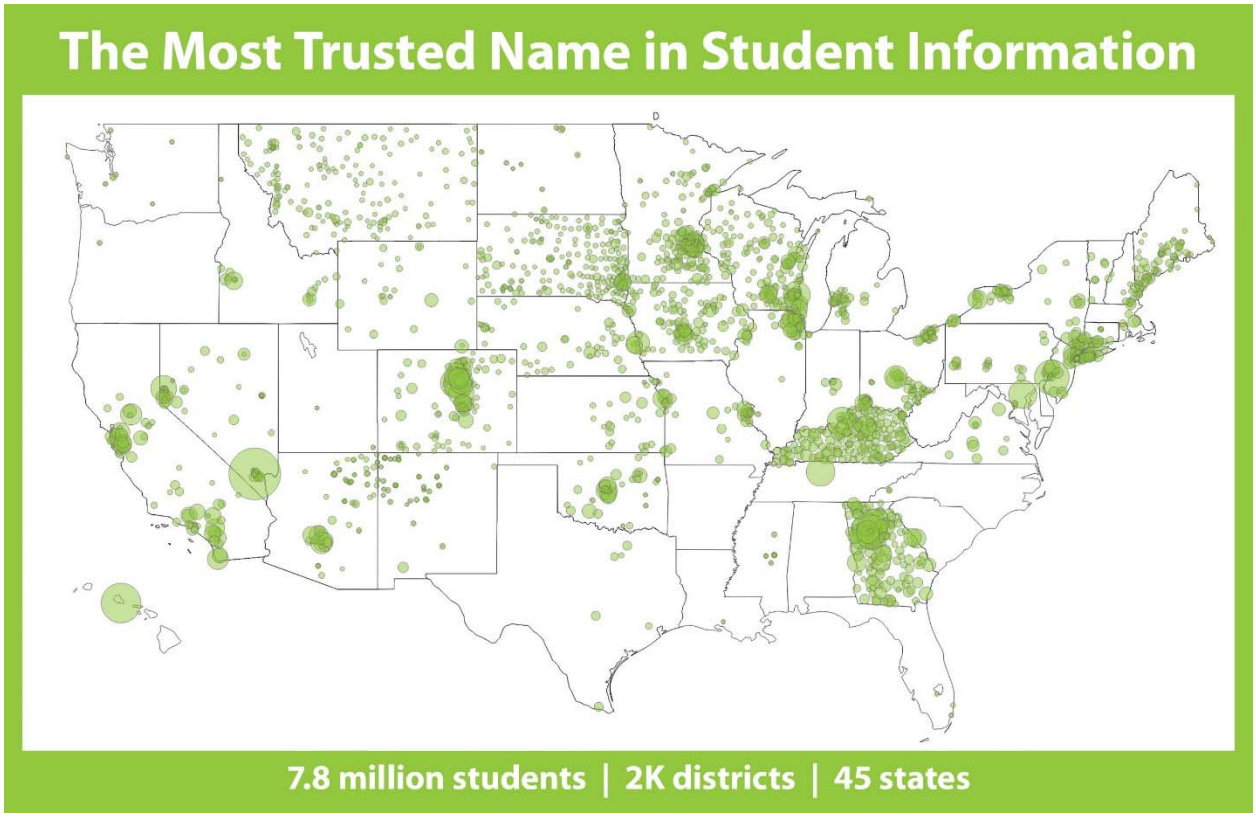
Provide a thorough business plan which supports the sustainability and growth of the company.

Hello, we are Infinite Campus!

Our company was founded 27 years ago by Charlie Kratsch, who is still our CEO today. We provide software products and services to K12 schools, districts, and departments of education. Built from the ground up as a fully web-based, integrated system, our **Infinite Campus SIS** has been ahead of the competition since its conception.

Our mission is to Transform K12 Education® by streamlining administrative processes, promoting stakeholder collaboration, and personalizing learning. Since 1993, Infinite Campus has successfully implemented and provided data management solutions to approximately 2,000 districts and seven state departments of education, serving more than 7.8 million students across 45 states.

Across the country, Infinite Campus is the most trusted name in student information.



Map of Our Customers (Circles), Size Based on Enrollment

What We Offer

Infinite Campus SIS core features include master schedule builder, grade book, parent/student portal, special education and state reporting. Our integrated premium products, such as food service, online registration and online payments, will allow you to eliminate costly third-party vendors. The development of our online Learning Management System (LMS) and our certified IMS OneRoster and Learning Tools Interoperability (LTI) API is taking Infinite Campus classroom management boldly into the future.

Where We Come From

For 27 years, Infinite Campus has provided comprehensive products and services that schools and districts continue to use. Infinite Campus is a **privately-owned company,** so we only need to answer to you, our customer. The following is our brief history:

1993 Infinite Campus was founded in 1993 by Charlie Kratsch who continues to serve as CEO.

1996 The original version of Infinite Campus was launched in 1996 at Centennial School District in Circle Pines, Minnesota. They are still using the system.

2001 Infinite Campus was the first web-based SIS, but its real advantage was under the hood. A single district-wide database managing all student data without the need to upload, download, and sync to other applications which began to attract larger and larger districts. In 2001, the South Dakota Department of Education selected Infinite Campus as the SIS for all districts in the State. We now have six state edition customers: Kentucky, South Dakota, Montana, Nevada, Hawaii, and the Bureau of Indian Education (BIE).

2008 In 2008, we built our corporate headquarters, affectionately called the “Mothership” due to its resemblance to the starship Enterprise. We also own and operate four Tier 5 data centers.

2013 Infinite Campus continues to be the system of choice across the country. In 2013, Clark County School district, NV, **the fifth largest school district in the country** with 300,000 students, selected Campus as their new SIS. As we strive to transform K12 education within all districts, just as valuable to us is being selected by Lima School District in Lima, MT with 63 students.

2016 Infinite Campus maintains exponential growth. To meet the needs of our customers for innovative product development and personalized service and support, a nine-story expansion (the Tower) was constructed in 2016 to house an additional 400 employees.

Today Infinite Campus implements an unprecedented number of simultaneous customers. Our proven implementation methodology has been successful for customers of all sizes, **from under 100 students to enrollments of 330,000.** Infinite Campus continues to expand its product line with Campus Learning, Campus Analytics, and Campus Workflow Suites.

Who We Are

We believe that information technology is the catalyst that will transform education as it has other sectors of society. We have shown that by adapting and applying technology and practices used by the private sector to K12, educators can be more productive in their daily tasks and accomplish things previously thought to be impossible.

Our mission is Transforming K12 Education®. We partner with our customers to achieve the following goals:

- ***Streamline Educational Processes***

  Educators are spending an increasing amount of time performing administrative tasks; tasks that can be simplified or eliminated by technology. Streamlining time consuming processes such as student enrollment, scheduling, attendance, and grading provides more time and resources which can be redirected toward planning and instruction.

- ***Promote Stakeholder Collaboration***

  The weakness of public K12 education is the size of the problem; millions of teachers, tens of millions of students, and even more parents and guardians. Using information technology, this weakness can be turned into a great strength. Individual student performance will improve the more teachers interact with administrators, parents, and other teachers. Moreover, enabling teachers to collaborate electronically, regardless of location, allows them to share their knowledge and experience improving the entire system.

- ***Personalize Learning***

  The industrial education model is focused on process and consistency; raw materials (students) are processed into a finite set of finished goods (graduates) using predefined processes. The information age model treats people as individuals; each student may follow his/her own path to a set of unique outcomes. This new model stresses individual growth over group averages. The key artifact of education in the information age is the Personalized Learning Plan (PLP).

How We Do It

As a privately held company, our focus is on the development, services, and support of our public K12 education data management systems, Infinite Campus SIS and State Edition. Our in-house development staff creates and maintains **all aspects of our products.** Our ability to quickly adapt and integrate state-of-the-art technology into our system sets us apart from the competition.

Our approach is slow, controlled growth that relies on internal financing where profits from current sales are used to fund future growth. This strategy depends on careful customer selection, viral marketing (i.e. customer referrals) and sustained customer satisfaction resulting in long-term relationships. Our subscription license model ensures on-going customer satisfaction because customers pay a flat per student fee each year.

Most educational institutions lack in-house resources to properly install and maintain a complex software application and have begun to follow the outsourcing trend popularized by the private sector. To address this need for services, we have partnered with local agencies where possible to provide regional support and services. In areas not supported by our partners, the corporate office manages all support services for customers.

Our Ongoing Updates

The Infinite Campus release model is based upon a continuous release cycle. Release Packs are routinely delivered **every four weeks** and contain the results of many development activities, and Rx Packs are delivered on an as-needed basis and contain the results of just a single or very few development activities.

Any given Release Pack is a collection of enhancement updates, regulated updates, and bug fixes. Each development activity proceeds in parallel to other development activities and gets packaged in a Release Pack only when it has passed all testing and is ready for delivery. Unforeseen complications in one development activity do not hinder the delivery of other development activities.

Infinite Campus delivers updates known as Rx Packs on an as-needed basis. If a critical, high priority bug is reported, it needs to be addressed as quickly as possible. State Reporting changes may also warrant an Rx Pack release to meet mandated deadlines. All regulated development items target a Release Pack well in advance of the state-imposed deadline for school districts. If, however, a complication arises causing a regulated development item to miss its targeted Release Pack, an Rx Pack is used to deliver the regulated update as quickly as possible yet still in advance of the deadline.

Our Plans for the Future.

Infinite Campus is committed to exceptional user experience with Simple and Powerful features that supports how districts function. We are perpetually updating and enhancing our product based on user feedback and industry standards. Our flexible development schedule is planned on a project by project basis with the ability to change priorities and dates as the need arises. The following products and features are anticipated to arrive in the next few years.

- **Campus Data Validations**

  We will continue our successful State and Federal reporting and expand data validations and reviews. These features provide piece of mind that the source of truth is accurate and reflective of your district while **meeting all required state and federal guidelines** and mandates.

- **Campus Workflow**

  The Campus Workflow Suite provides **id badge scanning** for attendance and customized workflows within Campus SIS. We will continue to expand and enhance our integrated district-controlled workflow engine to streamline district processes, ensure proper documentation, and create appropriate notifications when a triggered event has occurred.

- **Campus Data Visualizations**

  Replacement of our current data visualization tools which will allow a district to create **customizable data visualizations** from information stored in Infinite Campus SIS. The district will have the ability to publish and provide visibility to these easily consumable visualizations to whom and where they deem appropriate. This will allow our customers greater flexibility in providing important data-based evidence and support data-driven decisions.

- **Learning Interoperability**

  Infinite Campus is a Contributing Member of IMS Global, the international body responsible for setting technical standards for learning interoperability. We are at the forefront of developing the standards that enable **simple, safe, and effective data sharing between SIS providers and third-party tools** commonly used by districts. Districts and teachers using Campus Learning can link to third-party systems with the IMS Global OneRoster and Learning Tools Interoperability (LTI) standards.

  We are expanding our implementation of IMS Global specifications to include Competency and Academic Standards Exchange (CASE) and LTI Resource Search. These two implementations are planned for release during late 2020 or early 2021. CASE will allow districts to keep their Campus standards bank up to date with their state's standards, and LTI Resource Search lets teachers search Learning Object Repositories (LORs) for content.

  We're also implementing Assessment Results Profile, an upcoming IMS Global standard. This will enable the real-time transfer of assessment results from assessment management systems, including interim/benchmark assessments, into our SIS. Infinite Campus played a pivotal role in the creation of this standard and provided IMS Global with the first prototype implementation.

- **Campus National Curriculum Library**

  Today, Infinite Campus SIS includes a district-wide curriculum library within Campus Learning. This **stores teacher-created content and makes it available district-wide**. The new Campus National Curriculum Library, slated for early 2021 release, will support our customer districts in sharing teacher-created content with each other, as well as connections to Open Educational Resource providers.

- **Campus Communicator**

  Campus Communicator is a suite of communication tools which will begin to appear in 2020. These tools will enable teachers, parents and students to make use of the latest real-time, omni-channel, mobile-first technologies to communicate about student work and participation. Our initial development efforts are focused on chat and voice-enabled user interfaces.

➢ SIS Criteria

We have completed the SIS Criteria spreadsheet provided by MPS. It is attached in Excel format as part of this RFP response. This functionality checklist highlights the capabilities of Infinite Campus SIS, and our software offers features above and beyond what is being requested. We've highlighted some of this functionality and services below, including our dedication to California customers.

➢ CALPADS

We have 68 California customers today, and **we've supported CALPADS since 2006.** Our dedicated localization team has built a strong rapport with the California Department of Education and our district customers to ensure that the CALPADS requirements are not only met but incorporated into the system as effectively and efficiently as possible. Our built-in CALPADS functionality is updated regularly along with our core system, while development is driven by the needs and requests of our active California users.

Our localization team is comprised of two Product Analysts that participate on the CALPADS monthly SIS vendor calls. We ask for clarity and offer suggestions based on our experience working directly with customers. Additionally, we swiftly incorporate functionality changes and process updates communicated via FLASH updates and CDE listserv communications.

The following links show documentation for CALPADS Student Discipline and the Monthly Attendance Summary (P1 & P2). All CALPADS documentation is updated as state reporting changes occur.

- **CALPADS Student Discipline**
- **Monthly Attendance Summary (P1 & P2)**

Along with detailed documentation, we moderate a California discussion board through the Campus Community. Administrators use this space to ask about best practices as well as other district processes. It is a platform for interaction that is used extensively during reporting time frames and when new changes are presented by CDE.

CALPADS extracts can be generated in an Add/Update, Replace, or Delete Transaction Type. State reports are generated in caret delimited (the required state format) and CSV or HTML formats for validation.

➢ California User Groups

Infinite Campus hosts user group meetings across the country each year. In California, user groups are hosted twice a year – fall and spring – in four locations across the state. This last fall, our locations included Sacramento, San Jose, Palmdale, and Perris. Not only is the user group meeting a great place to hear about functionality updates and future enhancements from Infinite Campus staff, but each one is an opportunity for districts like you to connect with other customers to share effective processes and procedures with the SIS. At each user group, we co-facilitate a State Reporting session alongside a CDE representative highlighting updated product functionality and processes.

Infinite Campus also hosts a monthly CALPADS conference call for Infinite Campus administrators. This time is comprised of Q&A and development updates related to regulated state requirements.

➢ California Testimonials

Franklin-McKinley School District | 8,200 Students

"Infinite Campus truly meets our needs. My favorite tool is the CAASPP import; I love the way it maps!"

Patricia Hernandez, Student Information Systems Specialist

408-283-6209 | patricia.hernandez@fmsd.org

William S. Hart Union High School | 22,400 Students

"I would recommend Infinite Campus to other California districts because they are committed to staying involved with the CDE and understanding the unique needs of California. I have always felt that while Infinite Campus is a large company, being able to meet with and discuss issues with the CEO and Founder shows me they are still grounded in their original mission and vision, and have not grown so large that there is a disconnect between top management and their customers."

Jon Carrino, Director of Technology Services

661-753-5740 x293 | jcarrino@hartdistrict.org

Palmdale School District | 19,000 Students

"I really like Bob (Campus Client Executive – California). He responds in a timely manner and has a very proactive approach to informing us about upcoming events/issues before we even ask. I especially appreciate that he breaks down Release Notes that are pertinent to California so I can forward information to our users."

Michael Breen, IT Technician

661-789-6558 | mabreen@palmdalesd.org

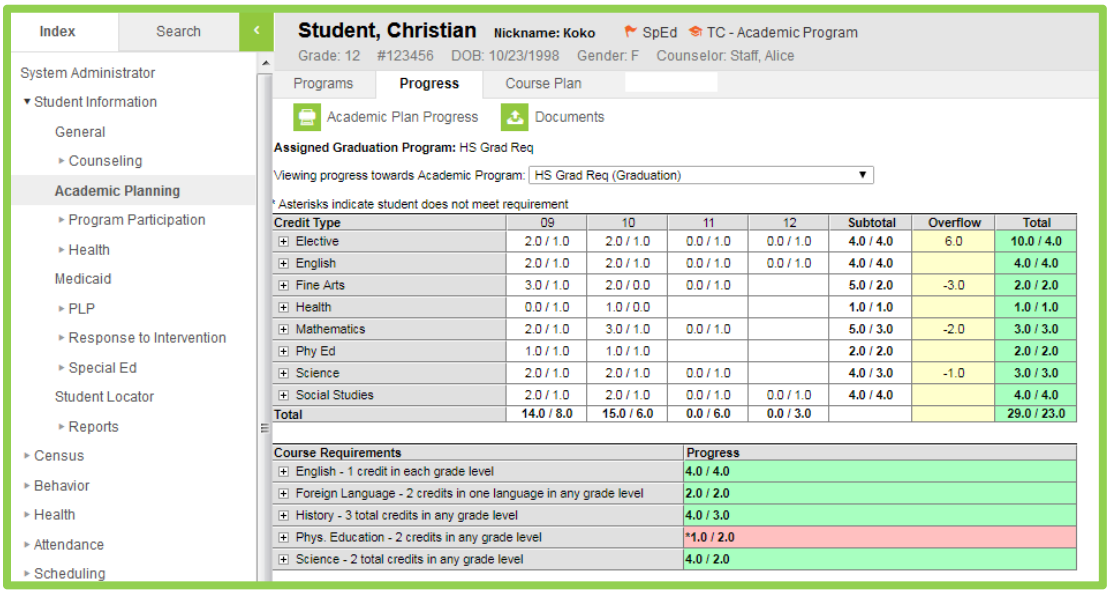
➢ Single Database Solution

All of the features in our student information system have been designed at our corporate headquarters and are built to work together. Many of our competitors, however, gain new functionality from acquisitions – purchasing products from vendors that go out of business and then bolting them onto their existing system. With Infinite Campus, **data transactions take place in real-time** because all functionality is built off the same database. District staff will notice a considerable difference in real-time data versus waiting for data to sync across the SIS because of disparate systems.

For a video that highlights our Single Database Solution, please see https://www.infinitecampus.com/video/single-database.

➢ Academic Planning

Academic Planning tracks **four-year graduation plans** and will notify MPS staff if students are not on track to graduate based on district graduation requirements. These plans are made up of credit, course, assessment, GPA requirements, and compound requirements (e.g. students can take a foreign language course or pass two foreign language assessments). Academic plans can also extend to other academic/career pathway programs.



Academic Planning

Not only is Academic Planning used for monitoring student performance towards graduation or other academic requirements, but it can also be used as a **collaborative tool** between students, parents, teachers, counselors, and other stakeholders to plan out all the courses a student will take throughout their academic career. This ensures that students are set up for success early and that all requirements are met on time. Having students plan out their future courses early also helps the district plan for future FTEs – this projection data can be viewed in a canned report. Academic Planning also works seamlessly with the Scheduling module, as planned courses are added to the master schedule builder as student course requests.

For a video that highlights Academic Planning, please see https://www.infinitecampus.com/video/academic-planning.

➢ Standards-Based

Infinite Campus supports **standards-based grading** and reporting based on common core standards, state standards and/or district-defined standards. The standards bank is used to create standards and align them to a course. This then pre-loads the teacher's grade book with the standards specific to the class they are assigned. They can then create assignments and align them to one or more standards. Any number of standards-based report cards can be defined in Infinite Campus and student's grades associated to standards are seamlessly transferred to the report card from the grade book.

Infinite Campus has recently introduced the Progress Monitor tool, a revolutionized alternative to the Grade Book, which lends itself more to standards-based instructional practices. From this view, a teacher can review student mastery on all course-aligned standards at a glance and can easily manage the corresponding assignments. In-progress standard mastery is also available to students and parents/guardians from the Campus Student and Campus Parent Portals.

For a video that highlights Standards-Based Instruction, please see https://www.infinitecampus.com/video/standards-based-grading.

Progress Monitor

➢ User Security

MPS will control user access and visibility.

- ***Tool/Screen Rights*** **–** Each tool in our product menu is controlled by one or more tool rights. Each tool right may have Read/Write/Add/Delete granularity and/or more sub-rights underneath it for more control. Sensitive fields like Social Security Number often have their own sub-right.
- ***Calendar Scope Rights*** **–** Data within the system is scoped to school and year, and read/write access can be controlled per year. This lets the administration grant "read only" access to historical information or grant access to future calendars in preparation for scheduling for the following year.

A staff user's access is the intersection of their tool rights and their calendar scope rights. In order to modify data on an Attendance screen, you would need Write level access to the Attendance tool and Write level access to the calendar you are changing.

- ***Restricted Teacher Scope*** **–** If appropriate, a teacher user may have the ability to view all student data in a school calendar or only have access to students with whom they directly interact. This can be determined per user and is controlled with a special tool right. If a teacher hasn't been granted access to the entire calendar of students, then they are restricted to only students in their class rosters or through a team membership/caseload for special education, personalized learning plans, Response to Intervention, etc.
- ***User Groups*** **–** It is easier to manage data access by defining User Roles and then associating users to common patterns of data access.

Infinite Campus supports automatic creation and provisioning of student, parent, and staff accounts based off other data in the system. The district has the capability of establishing rules to determine when automatic provisioning should happen.

- An **employee** can be automatically granted specific user groups based off their title and other attributes on their employment assignment.
- A **student** account can be created automatically when they are first enrolled. This same automated routine can disable accounts as employments end or a number of days after the last enrolled date.
- **User provisioning data** can flow outbound to other systems through an IMS OneRoster interface. Each integrated third-party system through OneRoster is data and calendar scoped just like a user.

➢ Custom Fields and Forms

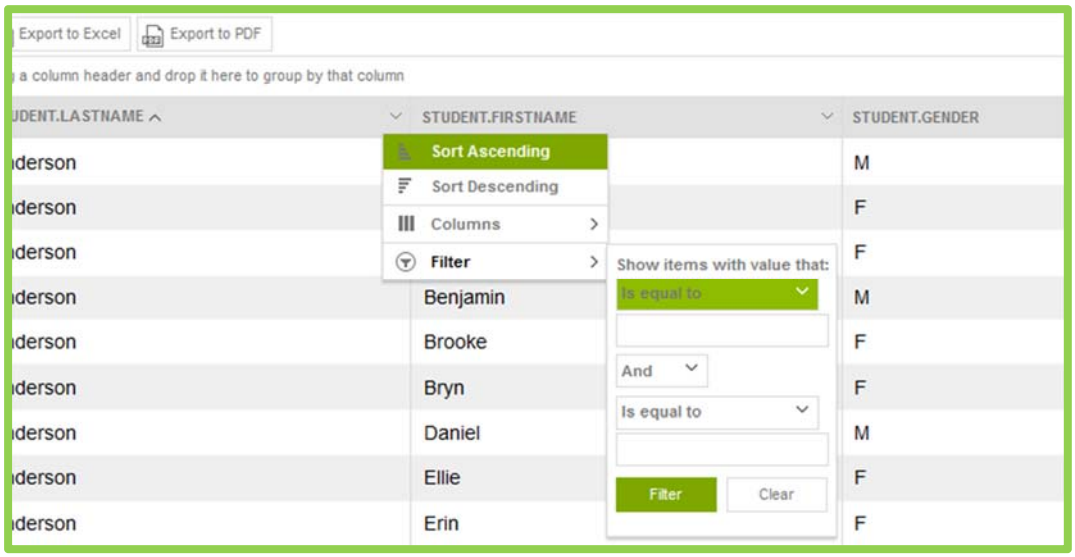
MPS will easily be able to add new fields and pages in Infinite Campus by using the front end of the system. These fields become part of the database, are available to select in ad hoc reporting and can be made visible to parents and students on the Campus Parent and Student Portals. Custom fields have built-in data type options, sequence values, max sizes, and the ability to hide the field from the interface or portal. Custom fields **can be marked as required** and would need to be populated before users navigate away from the page.

With the Custom Forms functionality, the district and each individual school has the capability of importing a fillable PDF document and mapping form fields to fields in the Infinite Campus database. This will allow a custom form to **pre-populate** with student information. The remaining fields can be aligned to custom fields, which would allow users to pull any information on the form into custom ad hoc reports. Custom Forms allow for consistency in process and procedure across the district.

➢ Reporting Options

- Our **Core Reports Library** offers **pre-built reports** available within specific modules of the product. Reports generate in PDF for easy distribution to stakeholders, posting on the Web, or for printing multiple copies.

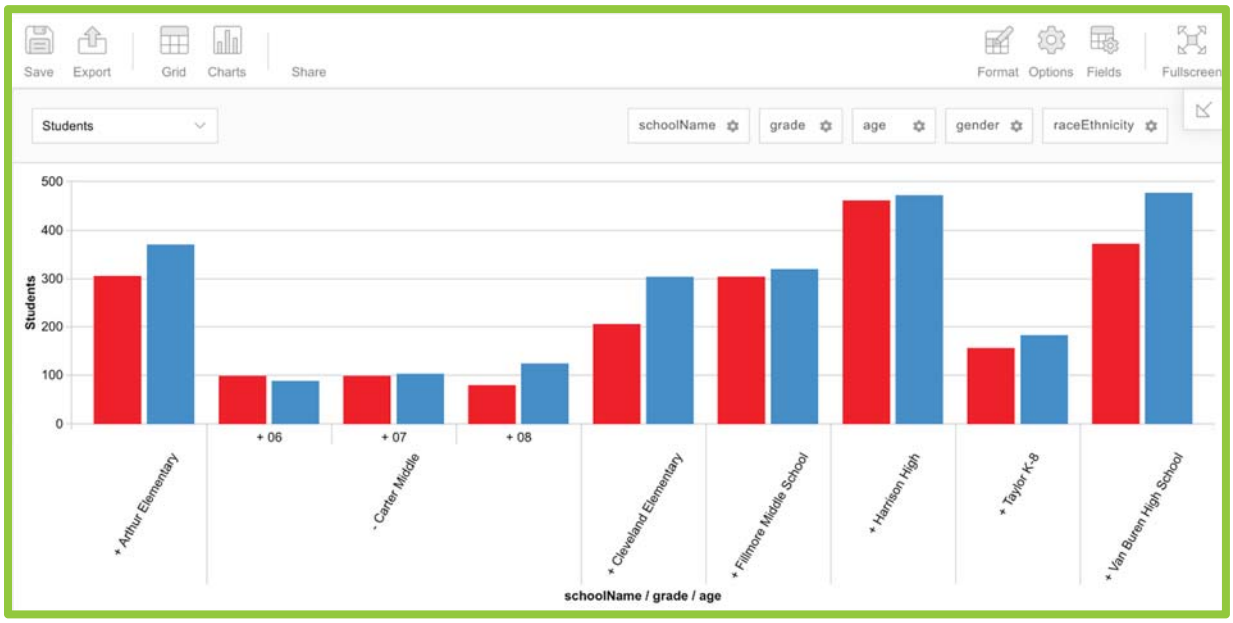
- **Ad Hoc Reporting** allows users to select multiple fields from the database, which can be exported in HTML, XML, CSV, Fixed-width, and PDF. Ad hoc provides the flexibly to copy, modify and save existing filters for future reporting needs; share the results with other users throughout the district; select the fields to use in the query but not display on the final output; and determine the sort order of data and sequence of the output of the data.



Ad Hoc Reporting

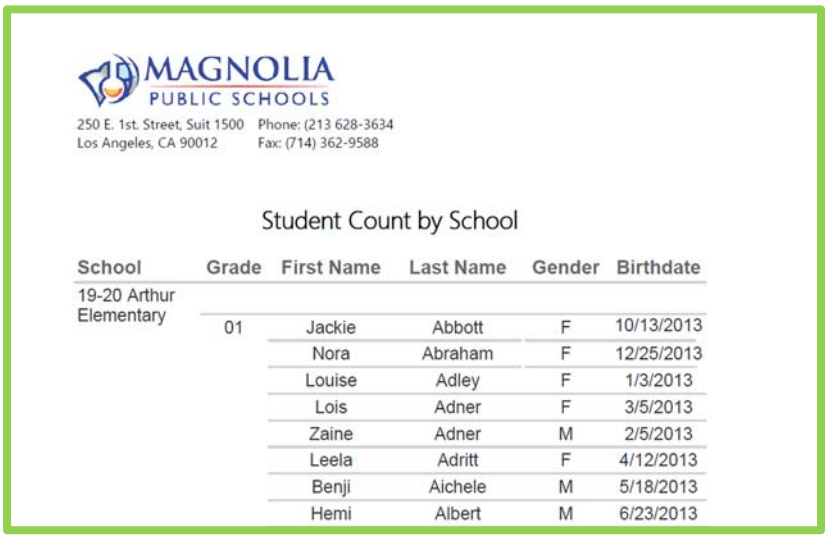
- **Data Viewer** is a user-friendly report building tool in which users **drag and drop fields** into a real-time view of the report as it is being built. Users can save the report and share with other user groups and have the ability to save report selection criteria. The report can also be filtered for a sub-set of students and generated in CSV, HTML, or PDF.

- **Data Analysis** considers Campus data and allows users to measure student progress as well as understand and visually present school, district, and state-wide performance data. It cross references student information by dimension to produce visual results of data in an easy to understand format.



Data Analysis

- **Microsoft SQL Server Reporting Services** (SSRS) gives report authors an option to create reports using any Infinite Campus data element and present the report in a **district-preferred layout**. Custom designed reports can be created using SSRS that include district-selected images, logos, headers/footers, and photos. With the fully hosted model of Infinite Campus, districts receive a free copy of SSRS and a free copy of MS Visual Studio to facilitate creating these reports.



MAGNOLIA PUBLIC SCHOOLS

250 E. 1st. Street, Suit 1500
Los Angeles, CA 90012

Phone: (213 628-3634
Fax: (714) 362-9588

Student Count by School

School	Grade	First Name	Last Name	Gender	Birthdate
19-20 Arthur Elementary	01	Jackie	Abbott	F	10/13/2013
		Nora	Abraham	F	12/25/2013
		Louise	Adley	F	1/3/2013
		Lois	Adner	F	3/5/2013
		Zaine	Adner	M	2/5/2013
		Leela	Adritt	F	4/12/2013
		Benji	Aichele	M	5/18/2013
		Hemi	Albert	M	6/23/2013

Microsoft SQL Reporting Services

➢ Transition Plan

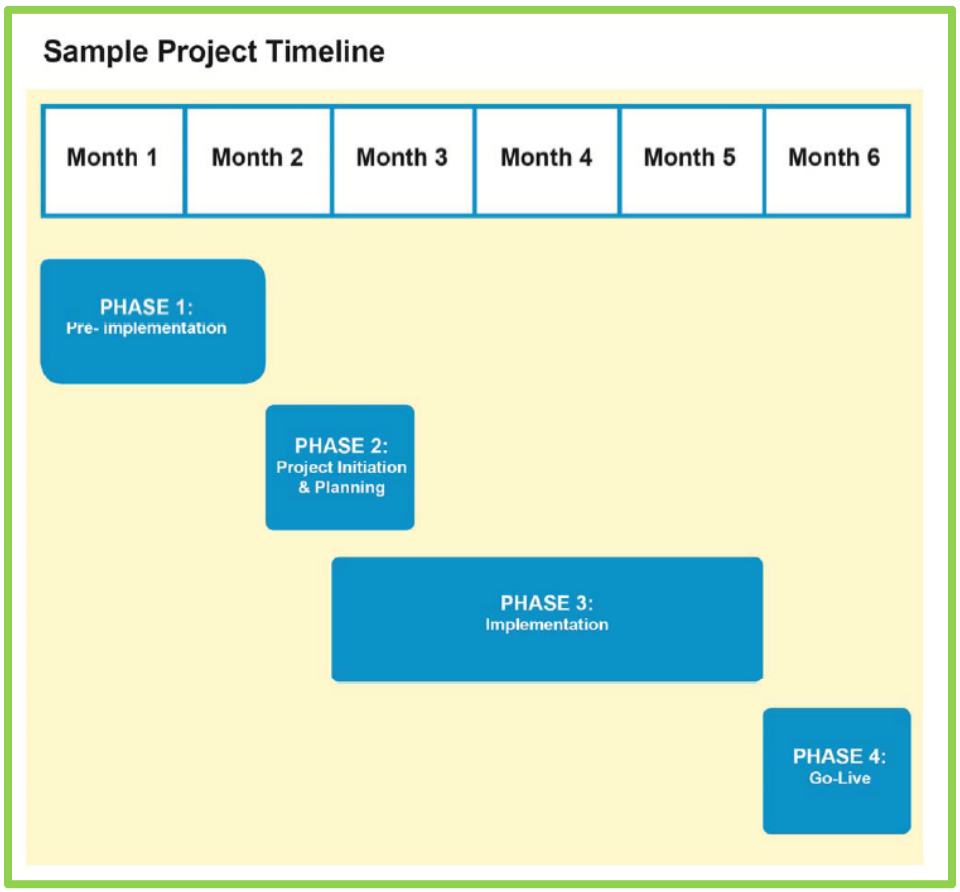
Our team has implemented thousands of projects.

Infinite Campus implements an average of over 100 new customers each year. Our 60+ customers in California were all implemented by our experienced Infinite Campus project managers, trainers, process consultants, and data conversion experts. **Our team is confident we can meet the implementation timeline requested by MPS.**

We've developed a signature implementation method that delivers project success.

Infinite Campus uses a well-defined and proven implementation framework. Our continuous process-improvement approach is driven by our experiences and customer feedback. At the core of every successful implementation is communication and planning. The intent of the methodology is to deliver a consistent project approach that reduces risk.

This methodology is scalable to any size district from five students to 100,000 students. The use of this methodology allows for a framework that has delivered proven success and provides a consistent approach to implementations of Infinite Campus. Recommended deployment of Infinite Campus typically is to not take more than six to nine months from contract signature to go live. We are confident we can implement MPS in time for the 2020-21 school year.



Our implementation methodology allows us to implement at any time of the year. We work back from the preferred go-live date based on the individual needs of each district, time of the school year, and other factors to mutually agree upon what timelines work the best.

With a focus on the long term and a vision to help transform K12 education, Infinite Campus customers are assured their investment can and will adapt to take advantage of new technologies as they become available, quickly meet the needs of any changes in state and federal policy, and be ready for the unforeseen.

Infinite Campus is an expert at managing this transition. Using our implementation methodology and professional services for project management, data conversion, training, custom development, and application hosting, our team delivers customized services to meet specific needs.

The objective of our methodology is to provide the most efficient and cost effective approach of moving a customer from their current student information system to Infinite Campus, with the least amount of impact to its operation, while ensuring the system is well understood and implemented in the most effective way possible. As part of this approach, Infinite Campus requires its customers to undergo a rigorous review of their current practices. This review typically changes the way things have always been done so customers can establish a new set of policies and procedures to meet the demands of this new era quickly.

Our project managers collaborate with your staff and keep projects on time.

The Infinite Campus project management approach is best characterized as highly interactive with attention to detail and ever watchful for the rocks “hidden just below the surface.” The project manager’s diligence to detail and dedication to limiting the interruptions to the daily activities of the district keeps the project moving forward successfully. The Infinite Campus philosophy is not to make technology the centerpiece for discussion but a highly intuitive, functional and useful tool for educators.

Infinite Campus customers benefit from more than two decades of experience gained implementing customers across the United States with implementations that are **on time and on budget.**

We know what it takes to make your SIS implementation successful.

The keys to a successful implementation are:

- Strong project sponsorship
- Well thought out and appropriately timed communications
- A solid understanding of the day-to-day business processes that will be adjusted under the new system
- Thorough testing of the application, customizations and added features both technically and in the context of the business processes they facilitate
- Well designed, tested and implemented data interchange between the current SIS and Infinite Campus throughout the duration of the implementation
- Proven data conversion tools and techniques
- Core and Coach, hands-on training
- Clearly defined support channels for buildings and district staff
- Attention to details

Data Conversion

The data conversion team at Infinite Campus has developed a set of standard conversion utilities that are used to convert data from any legacy student information system (SIS) from which data can be exported. These utilities allow district staff the opportunity to effectively prepare data and for Infinite Campus engineers to run trial conversions that demonstrate how the data will fit into the Campus system. Trial conversions reveal areas in the legacy application where data cleansing and standardization activities are required before the final conversion.

The data migration process typically includes the implementation planning meeting to plan the conversion events, at least one data migration meeting to introduce the data conversion file layouts and the data conversion dashboard, two trial conversions, data review meetings, and the production conversion.

Data Conversion Essentials

- **Experience**. The Infinite Campus Data Services team comprises seven engineers with **over 30 years combined experience** converting data from many sources. Our data team works closely with personnel from the district who have extensive experience analyzing data in the district's' legacy systems. It is essential for the district to form a technical team comprised of skilled personnel who will collaborate with Campus Data Services team throughout the implementation.
- **Knowledge**. Our Data Services Engineers have converted data from a variety of sources including databases, spreadsheets, and flat data files. All engineers have thorough knowledge of the Infinite Campus system, as well as working knowledge of other systems. Our data team will leverage the knowledge of the district's technical team to develop and execute the optimal data conversion plan.
- **Preparation.** The Infinite Campus Data Services team will engage the district's technical team early in the data conversion process to establish a solid working relationship that promotes the free exchange of knowledge.
- **Commitment.** The Infinite Campus Data Services team is committed to a successful implementation. Every member our Data Services team will provide high quality service tailored to fulfill the data conversion plan for the district. Every member of the district's technical team must be equally committed to ensure a successful implementation.

Data Conversion Methodology

The Infinite Campus implementation team adheres to a comprehensive Product Implementation Methodology (PIM) that is continuously improved to facilitate efficient, low risk, and cost effective implementation of our product. This includes the data conversion process. While specific in its construct, the methodology will be adapted to fulfill the specific needs the district. The implementation timeline will provide the flexibility to allow for multiple trial conversions and data reviews to ensure data integrity throughout the data conversion process.

Data Conversion Process

The Infinite Campus Data Services team employs a **proven process** for data collection, conversion, and validation. The data conversion process begins with the data collection system that is designed and maintained by the Data Services team. This system utilizes our Standard Conversion Layout files that work seamlessly with our Data Conversion Dashboard to collect and analyze data from any source system.

The Data Services team will collaborate with the district's technical team to develop a data migration plan that includes mappings for tables, fields, and codes. Members of the district's technical team will develop routines for exporting data from the legacy system into the Campus Standard Conversion Layout files, using the data migration plan for reference. The district's team will upload the data files to the Data Conversion Dashboard for data validation and integrity checking. The Campus Data Services Engineer will then convert the data into the Infinite Campus system and generate the Data Health Check report for review.

The district's implementation team will review the conversion results, using the Data Health Check report to identify data that requires cleansing in the source system, and data that requires special export routines and/or conversion routines. The Infinite Campus implementation team will conduct data reviews and provide guidance for communicating data issues to the Data Services team.

Our data conversion activities will have no impact on the district's existing production system because they will be performed in an isolated environment.

Data Conversion Timeline

The implementation timeline will provide the **flexibility** to allow for multiple trial conversions, multiple data reviews, and coaching before the production conversion. Each conversion cycle typically takes up to five business days to complete, including up to three days of data conversion activity. The typical conversion cycle will plan for the Data Services team to deliver the conversion site five business days after the district's technical team completes the data upload. Data reviews and coaching will typically be scheduled at least one week following the delivery of the conversion site. Optimally, the implementation timeline will allow at least six weeks between each conversion cycle to allow for data review and cleansing.

Data Conversion Deliverables

The Data Services team will provide the following documents throughout the implementation:

- Letter of Understanding – describes the data conversion process, team responsibilities, and provides tips for data exportation and validation
- Data Conversion Plan – documents the conversion schedule, identifies key personnel, and identifies data elements and special considerations for conversion
- Standard Conversion Layout files – provide templates for collecting data from the source system
- Data Migration Guide – provides detailed description of layout files and how they relate to the Infinite Campus application
- Layout Guide – provides data requirements for layout files
- Trial Conversion Site – provides the fully functional Infinite Campus application populated with converted data for review
- Production Site – provides the fully functional Infinite Campus application populated with converted data for production use

The district is responsible for the quality of their data. This responsibility extends to:

- Manage data cleansing
- Create data extraction
- Perform data reviews
- Identify data conversion issues, log and track responses to issues

Process Consulting

Campus Process Consulting goes beyond the basics to identify and implement new or revised processes while further leveraging the Infinite Campus investment. This optional service assists customers to increase efficiencies, reduce costs, and use the system to work according to the way you do business.

Training

Infinite Campus believes strongly that high quality training is critical to the success of any software implementation. In collaboration with MPS we will develop a comprehensive plan that provides highly professional, just-in-time trainings designed to prepare your staff to use Infinite Campus SIS to effectively and efficiently do their jobs.

Your customized training plan will be developed collaboratively.

Our training model is based on the idea that people learn in different ways. That's why we work hard to personalize our training to meet the needs of each individual. We provide a combination of onsite training, self-paced E-Learning, live webinars, product documentation, step-by-step simulations, and videos to prepare staff, no matter what their preferred learning style. **Training is personalized** to provide district and school staff with the skills they will need to use Infinite Campus based on what their position requires them to do.

- **Technical Knowledge Transfer**

  There is minimal knowledge transfer necessary for maintaining the system as Campus Managed Services monitors and maintains the software and hardware remotely as part of Campus Hosting Services. Campus Managed Services also ensures that the operating system licenses on the servers are current and compatible and completes any software updates or patches needed or recommended.

  Infinite Campus offers a SQL Certification Course, so the most technical users of the system can understand the database schema of Infinite Campus. Once technical users have an understanding of the schema, an ODBC connection allows for complete access to the database for any type of reporting.

- **Train-the-Trainer**

  Using a train-the-trainer model, our objective is to prepare a district resource capable of providing continuing and refresher training. Upon receiving proper qualifications, district trainers become steeped in the content and curriculum as well as comfortable with how to teach Infinite Campus.

- **Onsite**

  Onsite training is provided for key personnel at the district and building levels. With the exception of the Core Team Workshop, all sessions are focused on learning the system in a hands-on environment.

- **Webinar Trainings**

  Webinar training is designed for end users in very specific areas of the product. It is recommended that a training room be provided with a projector and speaker phone or individual headsets to maximize the webinar training.

Staff Development Roles and Responsibilities

The successful completion of the Infinite Campus implementation depends on the **full commitment and participation** of the district management and personnel. MPS responsibilities related to staff development include:

- Provide a training coordinator who is responsible for:
  - Partnering with the Campus Training Specialist to:
    - Coordinate training sessions, dates and times
    - Communicate and coordinate the roll out to district staff
    - Schedule lab and lab readiness

- Distributes all user-session agendas for on-site courses when applicable
- The district will use Campus-trained Teacher Coaches to train the district teaching staff for full functionality of the instruction module

Infinite Campus takes responsibility for managing its resources and tasks as assigned in the planning sessions. Infinite Campus requires that all its resources working on Campus implementations are qualified in product knowledge as well as qualified in their area of expertise. The Infinite Campus Staff Development team responsibilities include:

- Provide detailed staff development plan
- Knowledgeable training specialist to deliver training sessions defined in the agreed upon staff development plan
- Provide opportunities for feedback surveys from users being trained
- Discussion regarding the ongoing needs for training in the district
- Provide electronic learning guides
- Provide go-live support

Training Courses

A **customized training plan** will be developed for MPS during the planning phase of implementation. The following is a sample training plan listing the courses, method of delivery, length, and who should attend. The course descriptions and time allocations are designed to assist in planning staff development during the implementation phase of the project. In large districts, staff training is provided based on school level, e.g. elementary, middle or junior high, high school, alternative, and charter schools. After implementation, an assessment of ongoing training needs will be completed and reported with recommendations going forward.

In the following chart, "Core Team" is referenced. Typically, Core Team members include the following roles: District Administrator/Power User, Site Administrator/Power User, District Student Information/Census, Principals/Assistant Principals, and a District Data Specialist.

Type	Training	Length	Topics	Prerequisites	Attendees
Webinar or Onsite	Fit Gap and Discovery	8 hours	District, Schools, Calendars, Grading Tasks, Score Groups/Rubrics, Credit Groups, Standards Courses, Grading, Sections, Rosters	Mastering Campus	Core Team
Webinar or Onsite	Fit Gap and Discovery	8 hours	System Preferences, Student #, Attribute Dictionary, Resources, Relationships, Attendance Codes, Transportation Behavior Admin, Attendance and Behavior Letters, Report Cards, Transcripts, Schedule Report, Health, Flags	Mastering Campus	Core Team
Webinar	Fit Gap and Discovery Review	2 hours	Review Census, Calendar, Grading data in the Discovery site	Mastering Campus	Core Team

Type	Training	Length	Topics	Prerequisites	Attendees
Webinar	Trial 1 Data Review (if needed)	2 hours	Review Census, Calendar, Grading, Course/Section, Transcripts, Behavior, User Security and State Reporting data in the Trial 1 site	Mastering Campus	Core Team
Webinar	Calendar & Tool Rights	1.5 hours	User Security Rights and Groups	Mastering Campus - Bring list of district roles	District and Site Administrators
Webinar	User Accounts (Add person)	1.5 hours	Align Users to Calendar & Tool Rights	Mastering Campus	District and Site Administrators
Webinar	Trial 2 Data Review (if needed)	2 hours	Review Data Health Check, Student Health, Lockers, Fees, Transportation, Attendance, FRAM, Flags and Custom Tabs in the Trial 2 site		Core Team
Webinar	Production Site Review	4 hours	Review Production Site		Core Team
Onsite	Student Information	8 hours	Overview of Student Module		District Student Information/ Census
	Census		New student enrollments, creating households, census modifications	Watch Video Training from Learning Guides	
	Ad Hoc		Census Workshop	Bring Enrollment packet-New students/ families for practice	
Onsite	Grading Setup Review	8 hours	Course/Section review, Grade Calc, Grading Tasks		Principals/ Assistant Principals/ Guidance Counselors/ Schedulers
	Course/Section Scheduling		Walk-In Scheduler, Roster Setup, Student Gap Scheduler, Roster Copy, Reports	Watch Video Training from Learning Guides	
	Student Scheduling			Bring Master and Student Schedules/ Homeroom Lists	
	Ad Hoc				

Type	Training	Length	Topics	Prerequisites	Attendees
Onsite	Attendance	8 hours	Classroom Monitor, Daily Attendance, Attendance Wizard, Messenger/Scheduler, Letters		Attendance Secretaries/ Guidance Secretaries/ Principals/ Assistant Principals/ Guidance Counselors
			Behavior Management, Behavior Referral	Watch Video Training from Learning Guides	
	Transcript/ Report Cards		Input & Modify Transcript Entries	Bring Transcript samples to validate converted data	
	Ad Hoc				
Onsite	Teacher Coach - Elem	4 hours	Campus Instruction Module		Elementary Teacher Coaches
	Teacher Coach - Secondary	4 hours	Campus Learning (If purchased)	Watch Video Training from Learning Guides	Secondary Teacher Coaches
			Modules taught based on tool rights	Bring Sample Assignment	Health Nurses/ Special Education
Webinar	Portal (Parent/Student accounts)	2 hours		After onsite visit-Census data cleaned up	District Student Information/ Census
Webinar	Messenger w/Voice Setup	2 hours	(If purchased)		District and Site Administrators
Webinar	Messenger w/Voice End User	2 Hours	(If purchased)		District and Site Administrators/ Principals/ Assistant Principals
Webinar	Health Admin Setup	2 hours	(If requested)	Have access to current health records and procedures	District and Site Administrators
Webinar	Health End User	2 hours	(If requested)		Health Nurses
Webinar	OLR (Online Registration)	16 hours	(If purchased, see OLR Training Plan found on case)	After onsite visit-Census data cleaned up	District and Site Administrators/ District Student Information/ Census

Other Optional Courses:

These courses can **optionally** be purchased by MPS during or after implementation.

- ***Ad Hoc Advance***

  Ad Hoc Advanced training covers complex queries, functions, letter design, letter building, and data export capabilities available in Campus.

- ***Special Education P&P***

  The trainer assists in facilitating the P&P discussion for district specific practice and procedures that will need to be changed or communicated to all stakeholders. This class covers all set up components of the special education modules for Evaluations, Individual Education Plans, adding team members, documents, and entering information into contact logs. The trainer will assist and explain what will need to be created and added prior to Special Education Coach - End User Training.

- ***Special Education Coach***

  The special education end user training covers the student information summary tab, creating teams, documents, contact log entries, and running applicable reports.

- ***Scheduling Bundle***

  This course is recommended for districts live on the Campus Application to create schedules for the next school year. The Bundle is broken into multiple parts covered over a three to six-month timeframe to accommodate the different roles and work assignments that go into scheduling. Sessions range from rolling calendars and student enrollments to building master schedules using an electronic whiteboard to printing and handing out student schedules.

- ***Mastering Campus I***

  This course is recommended for anyone wishing to understand the core functionality of the campus application. It covers basic areas and modules of the Campus Student Information System and includes a project to assist attendees in better understanding the application by setting up a school to predefined specifications which strengthens users knowledge of all functions learned.

- ***Mastering Campus II***

  This intensive course is recommended for district support staff or district training staff. It covers advanced areas of the product not covered in Mastering Campus I or implementations. The course is a combination of lecture, examples and workshop time with an associated project. Topics include: Online Assessments, PLP's and English Learner Plans, FDF's, Scheduling Theory, Ad Hoc - Functions, Logical Expressions, and Data Analysis, Messenger for staff, attendance and behavior, Health Module, Importing Assessments, Custom Tabs and Fields.

- ***Mastering the Campus Database - Intro to Campus Schema***

  This course is designed to provide Campus users with an overall understanding of the database schema and structure. Intended for Campus users that would like to gain a better understanding of "'How and where" the data goes. Users will be introduced to the programming of SQL (Structured Query Language). No prior experience with databases or SQL is required. Personal computers are not necessary but can be brought with Microsoft SQL 2000 installed. At the end of this course the user will be able to create simple SQL SELECT queries using the Infinite Campus schema.

- ***Support Certification***

  Support Certification training is a three-day course for district support/help desk staff. Participants will complete three projects and an exam at a 90% accuracy level to be certified. Mastering Campus I is a prerequisite for participants to take this course.

Infinite Campus Ongoing User Training and Documentation

Infinite Campus supports districts after go-live with ongoing training and documentation. We understand the first year on a new system is critical, and users need access to resources to learn what they need when they need it. The following resources are available for ongoing training:

Campus Community

Campus Community provides **single sign-on access** from within Infinite Campus product and is a free resource for all Infinite Campus users. Campus Community contains a wealth of information to assist end users in learning more about the product. End users should look to Campus Community as their initial resource when questions or issues arise or when they need "How To" documentation. Content is packaged to accommodate different learning styles, such as videos, simulations or documentation.

The Campus Community website provides 24/7 access to the following:

- ***Knowledge Base:*** Various multimedia help content on all product functionality.
- ***Release Information:*** Review enhancements, modifications, and regulated changes.
- ***Highlight Videos:*** Regular release highlight videos and time-sensitive tool updates.
- ***Events and News:*** Latest information about Infinite Campus and events.
- ***Forums***: Interact and learn with thousands of Campus users across the country.

Help

Infinite Campus has online, context-sensitive help text embedded in the application for all functions and pages in the application which can be customized to meet district needs. With one click, our intuitive search and query capabilities connects to the most relevant learning content. Links to Campus Community are embedded and take the user to the Campus Knowledge Base in a separate tab. Help considers the district's version number and from where help is being accessed within the product to automatically navigate to specific product information, step-by-step instructions, logic details, release notes and other information.

Campus Passport

Campus Passport is a paid training subscription that features **role-specific, on-demand learning**. The continuous learning opportunities that are offered lead to more confident staff, data entry improvements, and increased staff satisfaction. This subscription prepares district staff to be more efficient and productive within Infinite Campus, allowing them to focus on student success and other district demands.

- ***On-Demand Learning***

  With our on-demand learning features, district staff members can be assigned role-specific learning opportunities that are developed by Infinite Campus Training Specialists. These training plans are tailored to match your district-defined process and procedure, which can be used to train new and returning staff members. The content found in these plans can be accessed by your district staff from anywhere at any time to provide maximum learning flexibility. Administrators can quickly assign plans to individuals while monitoring learning progress to ensure that staff members are getting the training they need to be successful.

- ***Free Trainings***

  Infinite Campus offers free training opportunities (Mastering Campus and Mastering the Campus Database) to our Campus Passport customers at our corporate headquarters. Starting in Fall 2020, we will be offering our annual National Training Week, which will be held regionally and will unite our nationwide customer-base through consistent curriculum and interactive activities. In addition, regional

Ad Hoc Training sessions will be taking place in various locations during Spring 2021 at no cost to our Campus Passport subscribers.

- ***Schedule Training Series***

  Campus Passport subscribers receive 8 hours of webinar training for the scheduling process each year. This scheduling series allows district staff to annually review the process of building and loading a master schedule while learning about new features that will maximize scheduling efforts.

- ***Reduced Price for Additional Training Opportunities***

  After implementation, Campus Passport districts can take advantage of additional training and process consulting at a reduced price. This includes the Other Optional Courses as previously outlined as well as individualized sessions with our training and process consulting staff to build automations within Infinite Campus, generate SSRS reports, evaluate and develop administrative processes, and request any customer-specific live trainings. This allows districts to work with our experienced staff to determine how Infinite Campus features and workflows can best meet their unique needs and desires.

Support

Our team will continue to support you beyond implementation.

The **award-winning** Infinite Campus Customer Support team is customer-focused providing advice and troubleshooting assistance to authorized support contacts. Located at our national headquarters in Blaine, Minn., our staff's background and experience comes from a variety of industries including school districts, technology companies and the military.

The Campus Support Team

Our support personnel are experts in all things Infinite Campus.

Our team takes personal initiative to learn product functionality and stay current on our many product enhancements. Campus Support Advisors complete and maintain credentials in Mastering Campus. The team is organized into eight sub-teams, each specializing in specific modules of the product and state reporting. When you submit a case with Campus Support, you are connected with an expert who knows how to help you.

Infinite Campus Customer Support team won the **2019 HDI Team Excellence and Best Service and Support Culture awards**. Winners were evaluated through a meticulous selection process with more than 400 total submissions considered for eight award categories. HDI, the leading support-industry association, annually honors organizations that have demonstrated exceptional leadership, vision, and innovation in achieving customer satisfaction. This worldwide certification verifies that our support professionals possess the knowledge required to provide quality service and support.

Campus Support Hours:

Campus Support is available Monday-Friday from 4 a.m. - 4 p.m. Pacific Time.

Cases can be submitted online 24/7.

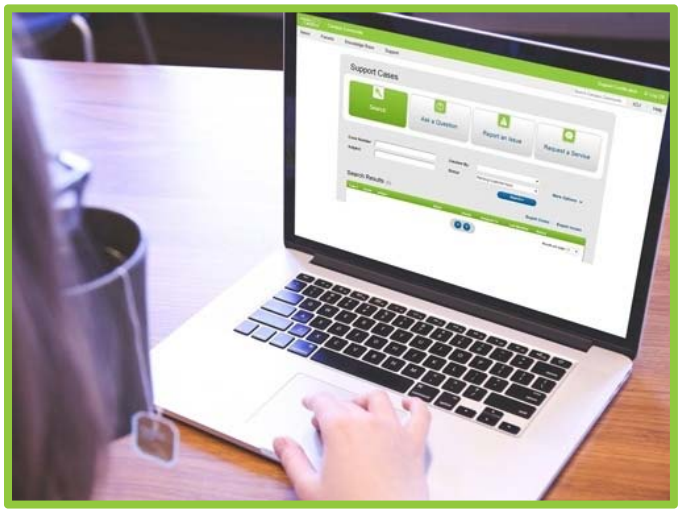
24/7 phone support is available for Campus Hosted customers experiencing an application outage.

Campus Support Observed Holidays:

New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving and the day after, Christmas Eve, and Christmas Day.

Campus Support Process

The Campus Support process begins when the district-authorized support contact presents a problem or question to Campus Support that they were unable to address using the self-service options that are available on Campus Community (**24/7 online portal**). Campus Support utilizes both an online case portal (via Campus Community) and phone support to assist authorized support contacts.



Submit a Support Case 24/7

- The Authorized Support Contact at the district should submit a case via the support case portal on Campus Community and include the nature of the issue, all replication steps (who, what, when, where) and priority level of the issue, as well as due date if time-sensitive.
- For critical issues, the authorized support contact should follow up their online submission with a phone call to Campus Support. Issues should be submitted as critical when the Infinite Campus software is not operational and high when unable to perform a time-sensitive task.

- Upon receipt of a newly-submitted case, Campus Support will determine if the issue is a product defect, feature enhancement, data, configuration, environmental or training issue by customer-site replication, troubleshooting and investigating the problem.
- When a resolution is found, Campus Support will provide a written explanation on the case to the authorized support contact via the support case portal on Campus Community and place the case in a pending status for the authorized support contact to verify. Campus Support will attempt to verify the resolution with the authorized support contact at least three times over 10 business days before closing the case. An authorized support contact can easily reopen a case by pressing the re-open case button.
- If the issue is resolved to the authorized support contact's satisfaction the case can be closed by the customer. If the issue is not resolved, the authorized support contact should place a new note on the case with additional details for Campus Support to further investigate.
- If Campus Support is unable to resolve the issue, the case will be escalated to the appropriate Infinite Campus group and the authorized support contact will be notified via a note on the case.
- All customer communications are recorded and tracked via the support case portal. Authorized support contacts can communicate directly with the support advisor assigned to their issue either by adding a note to their case or by calling the Campus Support team and entering their assigned case number.

Some questions are better discussed over the phone – especially when facing critical issues.

Campus Support recommends submitting the case details into the support case portal before calling to expedite the request/issue. The case number can be entered, and the phone system routes the call to the Campus Support Advisor that is assigned to the case or to the next available advisor.

Security is our top priority. The Campus Support toll-free number is provided to authorized support contacts and is never published online. In certain instances, a contact may be asked to submit a request in writing via a case or note. This allows us to verify identity and confirm the authority to request configuration changes or data modification.

24/7 phone support is available for Campus Hosted customers experiencing an application outage.

We are committed to a proactive approach to resolve issues.

Campus Support understands the importance of responsive service and quality support. During business hours, it is the goal of Campus Support to respond to case severity levels as follows:

Critical: within 1 hour of submission

High: within 4 hours of submission

Medium: within 1 business day of submission

Low: within 2 business days of submission

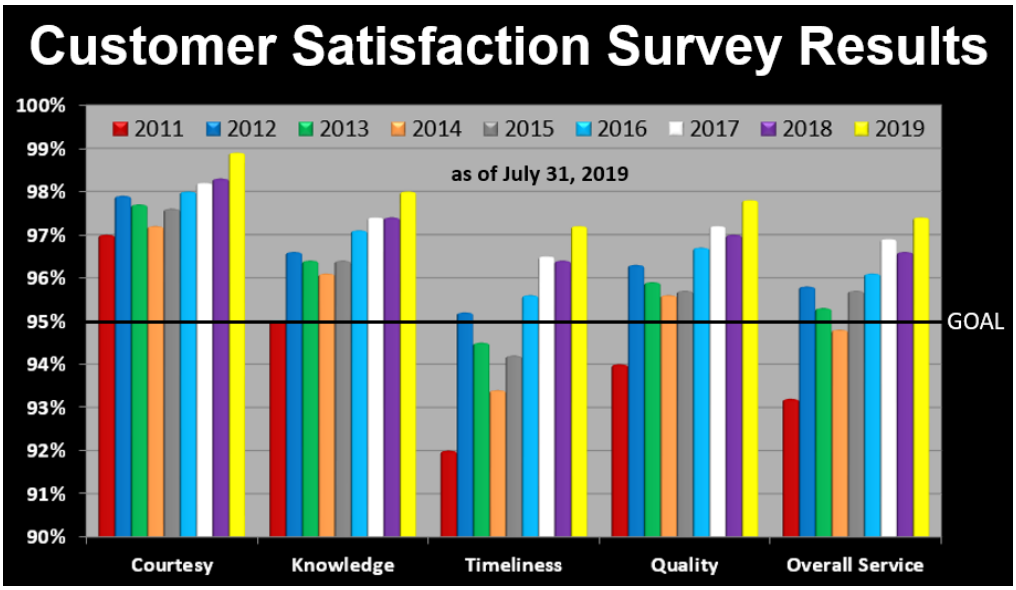
Over 99 percent of our critical cases are responded to in less than one business hour. **The average response time for all cases submitted is two business hours.** Over 75 percent of submitted cases are medium priority. The average wait time for calls in the support line queue is less than 30 seconds. Most support calls are answered without queue - within three rings.

Localization Support

Infinite Campus maintains dedicated localization analysts and advisors to work with district staff and State Department of Education employees to ensure successful submission of state and federal regulated reporting items. Campus Support is unable to dictate or recommend specific district policy, but are available to work with district contacts to extract and verify submission data prior to regulated reporting deadlines, or troubleshoot state reporting issues.

Customer Surveys

Infinite Campus utilizes a customer satisfaction tool to gather feedback on the services provided to customers when they contact Campus Support. We are happy to report a **97% customer satisfaction rate**, above our 95% goal.



➢ Pricing

A price breakdown that includes price per student, per site, transition fees and services included in those fees.

We understand that you were caught off guard with the EOL of Illuminate SIS. When you purchase a new student information system, you are making an investment. Infinite Campus is prepared to be your long-term solution, and we are offering the **2-2-2 deal** to assist in minimizing the financial impact of this switch. For the first **2** years on Infinite Campus, MPS will benefit from **$2** off our license fee per student. In addition, implementation costs can be **split between years 1 and 2**.

Our cost proposal includes a full software implementation, annual license fees for our software, hosting and support services, and ongoing training with Campus Passport. Please see the completed Cost Proposal attachment has been included as a separate PDF document.

➢ End-User Review

Provide end-user to review the demo accounts at a minimum for district admin, mentor/teacher, school site administrator, and student roles.

Infinite Campus personnel will be happy to walk MPS staff members through a review of demo accounts for district administrators, mentors/teachers, school site administrators, students, and other users. Having our experts present our system ensures MPS end-users can get their questions sufficiently answered.

A typical Infinite Campus introductory demonstration may include, but is not limited to:

- **Campus Parent/Student Portal**
  - Keeping household information current
  - Reviewing recent school and district events
  - Submitting assignments online

- **Campus Learning for Teachers**
  - Performing classroom administration tasks
  - Managing assignments and traditional/standards-based grading
  - Planning robust curriculum

- **Clerical Staff Functionality**
  - Maintaining student demographic and enrollment detail
  - Reviewing classroom and daily attendance
  - Sending communications to households

- **District/Building Administration**
  - Building and loading a master schedule
  - Modifying a student's existing schedule
  - Processing behavior incidents

- **Reporting**
  - Generating CALPADS extracts
  - Creating custom reports and filters
  - Reviewing visualizations of district data

MAGNOLIA PUBLIC SCHOOLS, CA - INFINITE CAMPUS PROPOSAL (3-4-2020)				
Description	**Unit**	**Cost Per**	**Quantity**	**Extended**
Infinite Campus Student Information System				
License	Student	$ 6.00	3,800	$ 22,800.00
Support	Flat	$ 10,000.00	3,800	$ 10,000.00
Cloud Choice Hosting	Student	$ 1.00	3,800	$ 3,800.00
Illuminate ISI Discount Year 1 & 2	Student	$ (2.00)	3,800	$ (7,600.00)
			Total Campus:	**$ 29,000.00**
Additional Optional Systems				
Campus Learning Suite (LMS)	Students	$1.00	3,800	$3,800.00
Online Registration Prime	Students	$2.00	3,800	$7,600.00
Campus Workflow Suite	Students	$2.00	3,800	$7,600.00
Campus Anayltics Suite	Students	$2.00	3,800	$7,600.00
Campus Business Suite (FIN/HR/PR)	Students	$6.00	3,800	$22,800.00
Campus Food Service / Cafeteria System	Students	$2.40	3,800	$9,120.00
Point of Sale Terminals	Terminals	Variable	Unknown	Variable
Campus Data Warehouse System*	Variable	Variable	Variable	Variable
Unlimited VOIP Voice/Texting System	Students/Line	Variable	3,800	$8,855.00
Online Payment System (one time fee)	Flat	Not Included	1	$150.00
			Total Other Systems:	**$11,400.00**
Implementation Services				
Total implementation costs in blue above consist of Project Management, ISI Data Conversion, Process and Business Consulting, and Onsite Training. This is amount is split between year 1 and year 2.	Day & Flat	$ 1,200.00	26	$ 26,100.00
Campus Learning Training	Day	$ 1,200.00	1	$ 600.00
Campus Online Registration Training	Day	$ 1,200.00	2	Included
Campus Passport	Student	$ 0.50	3,800	$ 1,900.00
Data Health Check	Student	$ 0.25	3,800	$ 950.00
Estimated travel costs (only actual billed)	Trip	$ 2,550.00	3	$ 7,650.00
			Total Implementation Cost:	**$ 37,200.00**
Total Year 1 (2020 / 2021) - License Discount & 1/2 implemetionation costs				**$ 64,550.00**
Total Year 2 (2021 / 2022) - License Discount & 1/2 implemetionation costs				**$ 53,450.00**
Total Year 3 (2022 / 2023) and ongoing				**$ 48,000.00**

Cover Sheet

Approval of BackOffice Vendor Selection

Section:	III. Action Items
Item:	B. Approval of BackOffice Vendor Selection
Purpose:	Vote
Submitted by:	
Related Material:	III B Back Office Service Provider.pdf

Board Agenda Item #	III B Action Item
Date:	April 23, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer
RE:	Back Office Service Provider Contract

Proposed Board Recommendation

I move that the board authorize Alfredo Rubalcava, CEO and Superintendent of Magnolia Public Schools (MPS) to sign a contract agreement with Delta Managed Solutions (DMS) for MPS back office service provider.

Background

Our current back office service contract with DMS ends June 30, 2020.

On January 22, 2020, MPS posted a Request for Proposals (RFP) seeking firms to provide a bid for cost and scope of services as back office service provider.

A committee (composed of the CEO, CFO, Senior Financial Analyst, Principal and board member), was formed to interview and assist in the selection process. The selection and evaluation of each proposal was based on the following criteria:

1. Cost
2. Financial System Software
3. Staff Training
4. Ability to Self-Serve
5. Check and Balance
6. Audit Compliance

Two (2) firms submitted their proposals:

Criteria:		CSMC	DMS
Annual Cost:			
	Year 1	$ 600,000	$139 per ADA Proj. Enrollment: 4,061 Proj. ADA @ 96% : 3,898 Est. Cost : $541,822
	Year 2	$ 600,000	
	Year 3	$ 600,000	
Financial Software			
General Ledger		Charter Vision	Escape
Procurement		n/a	Escape

While DMS and CSMC are similar with pricing, the biggest advantage with DMS is that the financial software/system Escape is industry leading. It is a web enabled financial system that fully integrates budgeting, procurement, accounting and SACS reporting. As part of CSMC's proposal, they were open to utilizing the financial system Escape.

Budget Implications:

Annual cost will be included in the 2020-2021 Budgets to be presented to Board in June 2020.

Name of Staff Originator:

Nanie Montijo, Chief Financial Officer

Cover Sheet

Approval to Move Forward with Analysis of Parcel Sale (MSA-1) to City

Section:	III. Action Items
Item:	C. Approval to Move Forward with Analysis of Parcel Sale (MSA-1) to City
Purpose:	Vote
Submitted by:	
Related Material:	III C MSA 1 Parcel Sale Directive.pdf

Board Agenda Item #:	III C Action Item
Date:	April 23, 2020
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Patrick Ontiveros, General Counsel & Director of Facilities
RE:	Sale of a Portion of the MSA-1 Real Property

I. Proposed Recommendation(s)

A. Staff is being directed to continue collaborating with the City and undertake any actions to make an investigation of the proposed purchase and sale.

II. Background

A. General

The MSA-1 school campuses located at 18220 and 18238 Sherman Way in Reseda are composed of five (5) separate parcels with the following corresponding assessor parcel numbers ("APNs"): 2125-036-021, 2125-036-095, 2125-036-100, 2125-036-105 and 2125-036-106. A site plan showing the parcels with their corresponding APNs is attached as Exhibit B. The City of Los Angeles owns the parcel immediately adjacent to parcels 2125-036-105 and 2125-036-106 and is planning to build a skating rink on its property. The City would like to purchase an approximate 25 foot strip along parcels 2125-036-105 and 2125-036-106 to accommodate its new construction project. The proposed strip of land is shown on Exhibit C.

B. Prior Authorizations and Actions

Staff has previously reported to the Board and Facilities Committee about the City's interest in purchasing a portion of the MSA-1 parking lot parcel.

Staff engaged a design firm to prepare a site plan showing the impact of the parcel sale on the parking lot. Staff has also engaged the services of a real estate appraisal firm to provide Staff and the Board a valuation of the land proposed to be purchased by the City. Staff is waiting for the appraisal to be completed.

C. Why the Current Approval is Needed

Staff desires to keep the Board apprised of its efforts and demonstrate MPS's willing to collaborate with the City to explore an arrangement that may be beneficial not only to MPS and MSA-1 but also to the surrounding community in which MSA-1 is located.

III. Budget Impacts

The final budget impacts will not be known until the terms and conditions of a purchase and sale of a portion of the MSA-1 parking lot parcel to the City of Los Angeles are finalized.

MAGNOLIA PUBLIC SCHOOLS

Exhibit A

Resolutions

WHEREAS: Magnolia Educational & Research Foundation dba Magnolia Public Schools ("MPS") operates Magnolia Science Academy –1 ("MSA-1") on two campuses at 18220 Sherman Way and 18238 Sherman Way with assessor parcel numbers ("APNs") 2125-036-021 and 2125-036-100, respectively.

WHEREAS: The parking lots that serve MSA-1's 18220 Sherman Way campus have APNs 2125-036-105 and 2125-036-106 (the "MSA-1 Parking Lot Parcels").

WHEREAS: The parking lot immediately adjacent to the MSA-1 Parking Lot Parcels is owned by the City of Los Angeles.

WHEREAS: The City of Los Angeles is interested in building a skating rink on its parcel (the "City Project").

WHEREAS: The City of Los Angeles desires to purchase a twenty-five (25) foot wide portion of the MSA-1 Parking Lot Parcels along the border with the City's parcel in order to complete the City Project.

WHEREAS: MPS Staff desires to collaborate with the City and explore the possibility of selling a portion of the MSA-1 Parking Lot Parcels to the City to allow the City to complete the City Project.

NOW, THEREFORE, BE IT RESOLVED: the Board of Directors of MPS believes it is in the best interests of MPS and MSA-1 to investigate a possible sale of a portion of the MSA-1 Parking Lot Parcels to the City.

RESOLVED, FURTHER: that the Board of Directors of MPS directs MPS Staff to investigate the possibility of a sale of a portion of the MSA-1 Parking Lot Parcels to the City by reviewing among other things the impact of such a sale on the operations of MSA-1, including its parking.

RESOLVED, FURTHER: that the Board of Directors of MPS directs MPS Staff to determine a valuation for the land sought to be purchased by the City by, among other things, ordering an appraisal.

RESOLVED, FURTHER: that the Board of Directors of MPS directs MPS Staff to discuss with City representatives the possibility of MSA-1 having access to the completed City Project for the benefit of its students and staff.

RESOLVED, FURTHER: that the Board of Directors of MPS directs MPS Staff to return to the Board with a recommendation on the possible sale of a portion of the MSA-1 Parking Lot Parcels to the City.

RESOLVED, FURTHER: that the Chief Executive Officer & Superintendent of MPS is authorized and is directed to negotiate the terms of any purchase and sale of a portion of the MSA-1 Parking Lot Parcels to the City provided that any final purchase and sale shall be authorized by the Board of Directors of MPS.

RESOLVED, FURTHER: that the Secretary or Assistant Secretary of MPS, acting singly or together, be and hereby is and are authorized and directed to execute, acknowledge and deliver a certified copy of this resolution to any person or agency which may require copies of this resolution and that the certification of the Secretary or Assistant Secretary as to the MPS.

RESOLVED, FURTHER: that the appropriate MPS officers are hereby authorized and directed to take such additional actions, to execute and deliver such additional instruments, and to make such further determinations as may be necessary or appropriate to carry into effect the foregoing resolutions.

RESOLVED, FURTHER: that all actions heretofore taken by any employee or officer of MPS in connection with or otherwise in contemplation of the foregoing resolutions be, and they hereby are, ratified, confirmed and approved as the acts and deeds of MPS.

RESOLVED, FURTHER: the Secretary or Assistant Secretary of MPS, acting singly or together, be and hereby is and are authorized and directed to execute, acknowledge and deliver a certified copy of these resolutions to any person or agency which may require copies of these resolutions and that the certification of the Secretary or Assistant Secretary as to the signatures of the officers, agents or employees will be binding on MERF.

RESOLVED FURTHER: that the appropriate officers of MERF are hereby authorized and directed to take such additional actions, to execute and deliver such additional instruments, and to make such further determinations as may be necessary or appropriate to carry into effect the foregoing resolutions.

Exhibit B

MSA-1 Site Plan

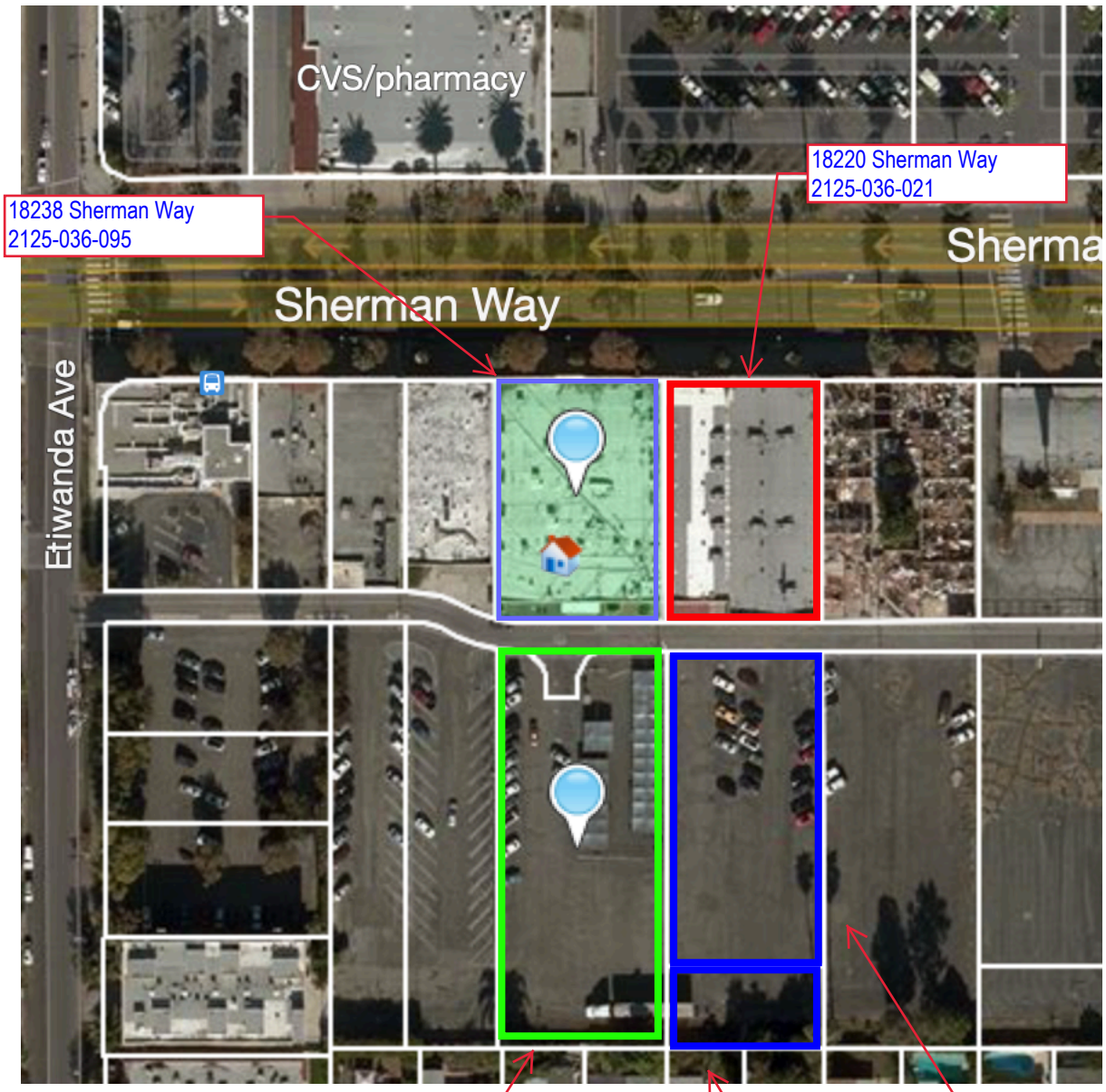
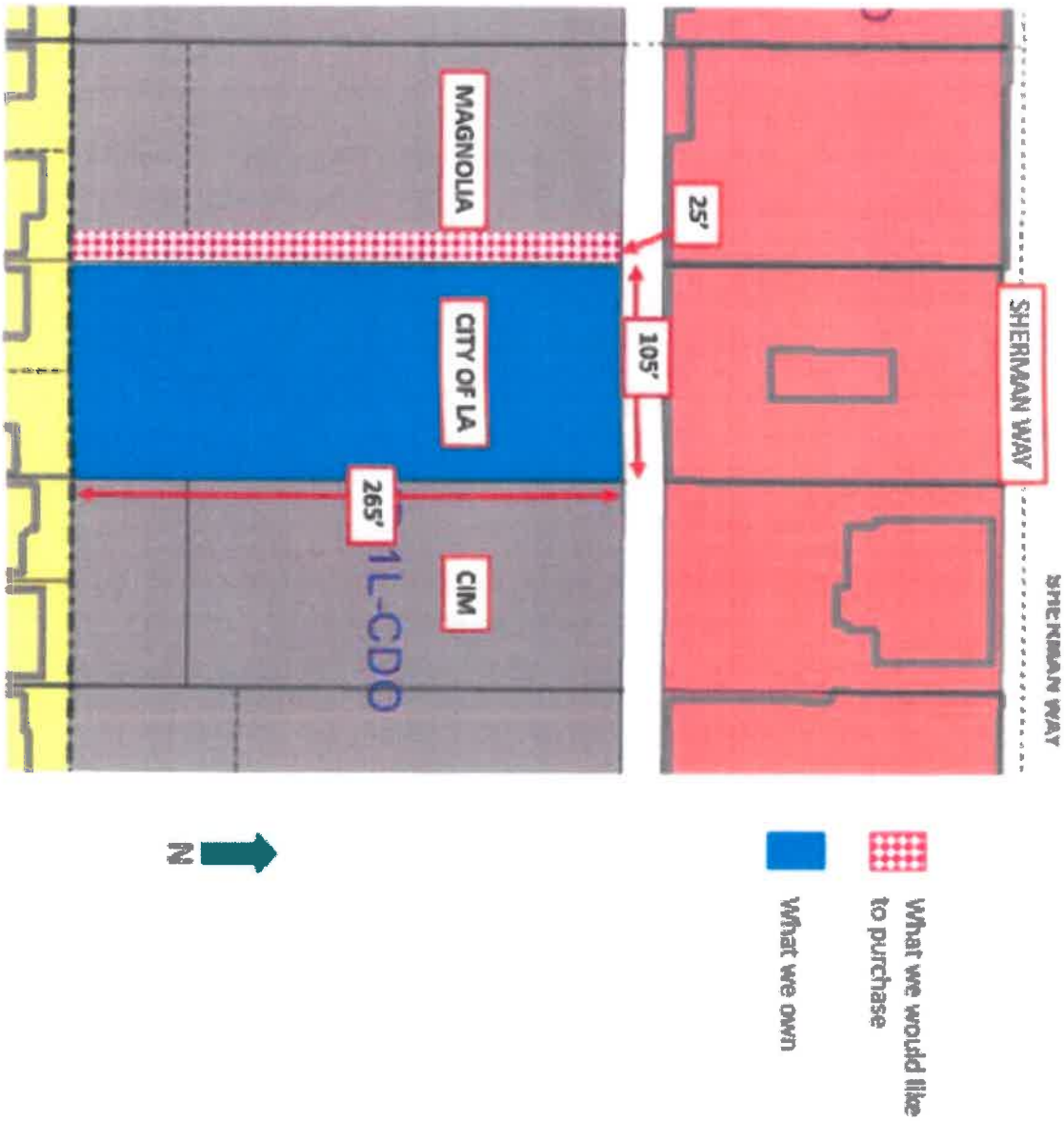

CVS/pharmacy
18238 Sherman Way
2125-036-095
18220 Sherman Way
2125-036-021
Sherman Way
Sherma
Etiwanda Ave
2125-036-100
Parking Lot Sought to be Improved with New Drainage
2125-036-105
Parking Lot being improved
2125-036-106
Parking Lot being improved

Exhibit C

MSA-1 Real Property Sought to be Purchased by the City of Los Angeles


MAGNOLIA
CITY OF LA
CIM
25'
105'
265'
SHERMAN WAY
SHERMAN WAY
1L-CDO
N
What we own
What we would like to purchase

Cover Sheet

Approval of MPS Distance Learning Plans in Response to the COVID-19 Pandemic

Section:	III. Action Items
Item:	D. Approval of MPS Distance Learning Plans in Response to the COVID-19 Pandemic
Purpose:	Vote
Submitted by:	
Related Material:	III D Approval of MPS Distance Learning Plans .pdf

Board Agenda Item #	III D – Action Item
Date:	April 23, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Approval of MPS Distance Learning Plans in Response to the COVID-19 Pandemic

Proposed Board Recommendation

Staff recommends that the MPS Board of Directors approve Magnolia Public Schools' Distance Learning Plans in Response to the school building closures due to the COVID-19 Pandemic.

Background

In December 2019, an outbreak of respiratory illness due to a coronavirus now known as COVID-19 was first identified in Wuhan City, China and has since as of the date hereof spread to more than 75 countries, including the United States. The national Centers for Disease Control ("CDC") activated its Emergency Response System to provide ongoing support for the response to COVID-19 across the country on January 23, 2020. On January 24, 2020, the California Department of Public Health activated its Medical and Health Coordination Center and on March 2, 2020, the California Office of Emergency Services activated the State Operations Center to support and guide state and local actions to preserve public health. On March 4, 2020 the Governor of the State of California declared an emergency statewide relating to COVID-19 and has directed state agencies to provide updated and specific guidance to schools.

On March 13, 2020, the MPS Board of Directors passed the Resolution #20200313-01 concerning measures to address the organizational and educational impacts of the covid-19 virus. Also on March 13, MPS leadership decided to shut down operations in all school sites. Due to the closures, MPS home office together with school teams developed and rolled out emergency distance learning plan to be implemented in all schools starting March 16, 2020. On March 17, 2020, California Department of Education released New COVID-19 Guidance for K-12 Schools as part of the COVID-19 Guidance for K-12 Schools. Since then, MPS in collaboration with all

stakeholders developed and updated the MPS Distance Learning Guide and Protocols continuously.

Currently, all MPS school sites are physically closed for students and teachers until the end of the 2019-20 school year but learning continues. All Magnolia Schools started with full distance education on March 30, 2020. MPS also held a virtual PD on March 27, 2020 to provide training on distance learning for all.

In planning of the MPS Distance Learning Plans, CDE's Distance Learning Guide, other guides from SDCOE, LACOE, CCSA and legislative have been referenced and used. MPS Academic Team collaboratively worked with school teams to compile resources, practices and guides to include in this plan to provide distance and remote learning to all of our students including special populations during our school closures.

Distance learning in MPS includes both virtual and non-virtual means of providing education. All teachers are providing high quality distance learning using the proposed curricula and strategies during the closure by developing a plan to cover the content and standards necessary to complete the planned course syllabus per CDE and agency guidance.

Please see the attachment for specific guides and protocols pertaining the distance education in Magnolia Public Schools in response to COVID-19 pandemic.

Budget Implications.
Schools and home office have been updating their budgets per MPS Board of Directors' Resolution #20200313-01 concerning measures to address the organizational and educational impacts of the covid-19 virus.

Attachments

- MPS Distance Learning Plans

MPS Distance Learning Plans

Updated April 17, 2020

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Introduction and Updates

In planning of this document, CDE's Distance Learning Guide, SDCOE, LACOE, CCSA and legislative guides have been referenced. MPS Academic Team collaboratively worked with school teams to compile resources, practices and guides to include in this plan to provide distance and remote learning to all of our students including special populations during our school closures.

Currently, all MPS schools are closed until the end of the school year. All Magnolia Schools started with distance education on March 30, 2020. MPS held a virtual PD on March 27, 2020 to provide training on DL for all. Training agenda and links the slides and recorded sessions can be accessed here. There will be more training as we identify the needs and will plan for the execution.

All teachers are expected to provide high quality distance learning using the proposed curricula and strategies during the closure by developing a plan to cover the content and standards necessary to complete the planned course syllabus per CDE guidance.

Distance learning includes both virtual and non-virtual means of providing education. We need to be mindful of the fact that not all of our learners will have access to the internet and may not be familiar, comfortable or successful with digital learning. As educators we will continue differentiating the curriculum, instruction and assessment for all of our learners addressing their needs, interests and backgrounds.

Also educators are encouraged to make the learning activities relevant to the emergency situation that we are all experiencing. Student workload should be lighter than what would traditionally be expected and grading should follow the suit. Please weigh in all social and emotional aspects of our students and parents when you are designing and delivering your instructional activities. Teachers are expected to cut their assignment and grading loads as much as in half.Please refer our Student Services Director Dr. Lopez's SEL resources here.

Keep in mind that in general a total of 2-3 hours academic work is expected from students (see below for suggested daily schedule of activities.) When planning, keep in mind of other subject areas.

Tips for Online Learning

- ➔ Don't try to mimic an actual school day- it's not a normal situation
  - ◆ Kids are stressed
  - ◆ Not all are used to online learning
  - ◆ Many kids cannot self-manage their schedule on their own
- ➔ Lessen the workload (it takes longer to complete work online)
  - ◆ Keep assignments short or chunk longer assignments over the course of a few days
  - ◆ Try to keep students off of screens all day (i.e. assigning a story? Don't make them type it out. Have them write it and snap a picture)
  - ◆ Not all students will have strong internet connections
  - ◆ Some households will have multiple kids impacted at different grade levels
- ➔ Teachers: consider posting a short "good morning" video to let the students see you
- ➔ Create a daily checklist of exactly what students should do each day

- This helps those that aren't organized

➔ Use the same method of communication to parents so they know where to expect information from

➔ Monitor morale and workload of students, adjust if necessary

Recommended online screen time for students per day:

The recommended amount of student online screen time is as follows:

- TK-K: 1 hour daily
- 1-3rd: 2 hours daily
- 4-5th: 3 hours daily
- 6-12th: 4 hours weekly per content area

Distance Learning Expectations for General Education Teachers

Distance learning is new to all of us. As we navigate through this uncharted territory, we want to remind you to be patient with yourself and others as distance learning environments and assignments are created. It is important you take care of yourself and your family in this difficult time, as we continue to provide support to our students. Below is an outline of expectations as we all navigate this pandemic together.

Distance Learning Environments and Assignments

- Create and use Google Classroom as the main platform to send out assignments to students on a daily basis. Here is a sample teacher communication template. At a minimum, all students should be contacted and interacted with at least once a week.
- When creating assignments, consider the recommended schedule communicated with parents includes guidelines for 2-4 hours of academic work per day, in addition to reading and other activities. Therefore, your assignments should take no more than 20-30 minutes per day to complete. If you are assigning a longer assignment, divide the assignment up over the course of a few days and assign a daily progress check for smaller portions of the assignment. Refer to Google for Education's Teacher Center for tutorials.
- If you would like to offer live teaching sessions via Google Hangouts, please limit your sessions to no more than 30 minutes.
- Create a video at least once a week to summarize or introduce the week and post to your Google Classroom. Your video can be short 2-3 minutes. It is important your students are able to "see" you during this time and a short video can help.
- Provide daily communications regarding assignments to students and families. While the majority of this daily communication can be done via Google Classroom, you may need to reach out to individual families utilizing other means such as email, Parent Square, or phone calls.
- Create paper-based packets and share with your administration team to provide to students who do not have access to online materials.
- Provide feedback on daily assignments to students. Keep track of assignments that have been turned in. While we are not utilizing traditional grading at this time, work still needs to be tracked and feedback on work needs to be provided to students.
- Conduct a 45 minute office hour session via Google Hangouts once per week. Since some students will not have adult support at home and others may need additional support, this will provide an opportunity for students to join the Google Hangout and get the necessary support. Collaborate with your grade level team and teaching partners to ensure office hour sessions are spread throughout the week. Communicate your session time with students and families. We recommend to follow current master schedules when scheduling office hour or virtual meeting sessions.
- Conduct a weekly check-in with any students you have been assigned to mentor. Document check-ins with students in the appropriate place. Follow up with your administration team with any additional support the student might need.
- Follow up with families and students not submitting work on a regular basis.

- Respond to all student, family, and school personnel emails within 24 hours. Reach out to your administration team should you need any assistance responding to a communication from families or students.
- Attend virtual meetings such as staff, grade level and department meetings

Supporting Students with IEPs

- Understand your students' IEPs and 504 plans, and implement the accommodations, modifications, and goals related to your curriculum and instruction. Tailor assignments to support students in reaching their IEP goals.
- Coordinate weekly with your students' SPED teacher as you plan your distance learning activities and instruction to ensure students with IEPs and 504 plans can access the learning and have the required materials and technology to meet their goals.
- Use formative assessment to monitor students' progress during distance learning. If it is evident that a student with an IEP or 504 plan is not making progress, communicate with the student (and/or family as appropriate) and work with your SPED teacher to problem solve as soon as possible.

Supporting English Language Learners

- Understand your ELs' level and academic language needs. Implement supports and opportunities to build academic vocabulary into your curriculum and instruction.
- Coordinate weekly with your EL Coordinator as you plan your distance learning activities and instruction to ensure ELs have access to the learning and are provided with Integrated ELD opportunities.
- Use formative assessment to monitor students' progress during distance learning. If it is evident that an English Language Learner is not making progress, communicate with the student (and/or family as appropriate) and work with your EL Coordinator to problem solve as soon as possible.

Things to Consider

What I Wish I Knew at the Beginning- a compilation of thoughts and ideas from teachers who have been conducting Distance Learning for some time now.

Sample Distance Learning Schedule for Teachers

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am	Post Daily Assignment to Google Classroom. If possible, include a short video reviewing the objective and assignment for the day and encourage students.				
8:30 am	Check and respond to emails. Follow up as needed. Remember, you have 24 hours to respond to emails.				
9:00 am	Meet with SPED teacher/coordinator	Meet with EL coordinator	Planning Time	Provide Feedback to students/ Planning time	Check-in with Administration
9:50 am	**Break**				
10:00 am	Check in with students on Google Classroom. Post daily discussion question(s) and respond to any questions from students. Provide feedback to students.				
11:00 am	Planning Time	Planning Time	Planning Time	Planning Time	Provide Feedback to students
12:00 pm	**Lunch**				
12:30 pm	Grade Level Team Meeting	Staff Meeting	Office Hour ---------- Planning time	Provide Feedback to students	Provide Feedback to students
1:50 pm	**Break**				
2:00 pm	Check and respond to emails. Follow up as needed. Remember, you have 24 hours to respond to emails.				
2:30 pm-4:00 pm	Check in with students on Google Classroom. Respond to any questions from students. Review answers from discussion questions and provide feedback.				

A- Proposed Curricula

All Subjects

PBS Learning Media and the local PBS stations have curated FREE, standards-aligned videos, interactives, lesson plans, and more for teachers These are available in all subjects, including PE, Arts and World Languages and for all grade levels. (See below for PBS Air educational programs and schedules)

Crash Course provides 10-15 minute videos on a variety of subjects and topics. There are courses in physics, philosophy, games, economics, U.S. government and politics, astronomy, anatomy & physiology, world history, biology, literature, ecology, chemistry, psychology, and U.S. history. These videos are engaging and meant to be a "crash course" on the topic taught by a subject matter expert.

SDUSD has put together instructional continuity resources which is a comprehensive list of resources for students and families to access during school closures. Resources are organized by grade level bands in addition to PE and Wellness and VAPA.

MATH

When possible, create assignments that align with your current unit of instruction. If you feel students will struggle with learning new material during distance learning, you can create assignments for students to review previous taught concepts to support the learning of new material. Remember many students will need to complete their work with limited support from adults and peers. Please keep this in mind when planning assignments and activities.

When creating assignments for students, focus on creating assignments with fewer high quality questions (DOK 2-4) versus numerous skill building questions (DOK 1). The recommendations for numbers of questions varies on the topic and grade level. Consider 7-10 rigorous questions or a performance task for elementary and middle school students and 15-20 or a performance task for high school students. This is also a wonderful time for students to engage in real world mathematics problem solving and projects. Ultimately, you know your students the best so plan accordingly to their needs.

Recommendations for resources and below. Links for resources have been provided on the math teacher Google Classroom as well as a short "how to" video for creating an assignment in NextGen Math.

Promising Practices:

1. Create an assignment log (1-2 pages) in which students can track their assignments for the week. (Feel free to make a copy of this log use for your needs)
2. You can also provide a copy of notes that align to the lessons to further help students access the materials. This would be similar to the notes you would do with students in the classroom.

TK-8th Grade:

1. McGraw Hill Curriculum
    a. Consumables
    b. Think Smart for SBAC (countdowns, chapter reviews, performance tasks)
2. NextGen Math

a. Standards-based assignments

High School:

1. McGraw Hill Curriculum
    a. Textbooks
    b. ConnectED worksheets (skills practice, intervention, extensions)
2. CCSS Math Activities
    a. Performance Tasks can be printed out and given to the students to complete. These are high quality, standards-aligned assignments.
3. NextGen Math
    a. Can be used to review prior grade level standards to build skills required to access the current grade level standards. Needs to be used in conjunction with the high school materials and should only be used as a supplement.

Suggested Resources for all grade levels:

1. Illuminate Printable Performance Tasks
   All educators now have access to a selection of free Math Performance Tasks from the Inspect Plus product from now through 2020. Each performance task allows students to explore concepts, scenarios and texts in depth and includes step-by-step instructions and scoring rubrics, which allow students working from home to check their work.
2. Robert Kaplinsky has created a large collection of real world, standards-aligned lessons that can be printed or used online.

Suggested Online Resources:

Once we ensure all students have online access, the following resources can be used to create further learning opportunities for students.

3. Khan Academy
4. ConnectED (online access to McGraw Hill Curriculum)
5. Aleks (if your school has a subscription)
6. NextGen Math (if your school has a subscription, not available with the free trial)
7. BrainPop
8. Dreambox Education (free 90 days of access if signed up before April 30)
9. Desmos
10. YouCubed

ELA

To the extent possible, continue moving forward with your current unit of instruction. Focus on providing high-quality assignments over quantity; students will be receiving work for all courses/subjects, so the goal is to promote true distance learning, not to fill the entire day with busy work. Remember that students will have limited teacher and/or peer support, explanations, and class discussions (and in many cases will not have access to help from their families), so keep directions clear and simple. Include any notes that students may need. You may also consider reviewing previously taught concepts to give students additional opportunities to extend their learning, or assigning a paper-based performance task to give students further practice at extended writing tasks. If you choose to assign a performance task, include the rubric along with directions.

Suggested Resources

- **StudySync/Wonder**- send textbooks home with students along with specific assignments and instructions. Continue moving forward with current instruction to the extent possible. Assignments and handouts can be printed out as

needed from the online platform; utilize the leveled Access handouts to provide scaffolded work for your EL students (these handouts may also benefit your SWDs). Work with your SPED team to ensure that you are meeting the needs of students with IEPs based on their passports.

- On the StudySync CORE ELA/ELD landing page, scroll to the bottom for "Additional Resources." Copies can be made from the "Grammar, Language, and Composition Guide" as well as the "Vocabulary Workbook" to help students review basic skills which we often do not have the time to teach in daily lessons.
- MGH's Support for Distance Learning page provides a collection of resources that will help you navigate and refamiliarize yourself with their digital products. The Digital Program Components page will help you identify what components of our programs can be accessed in a fully digital teaching environment.

- **myON -** Consider assigning 20-30 minutes of daily reading from myON or physical books. Give students reading logs or assign summaries for daily reading.
    1. Teachers can assign book projects on myON for students to complete remotely, technology and internet access permitting.
    2. Students can download up to 20 books onto their devices, which can then be accessed even without the internet.

- **Novel Studies -** If your students are currently reading a class novel, and you have enough copies, send books home with students to continue reading and completing corresponding assignments. Students can download the Libby app on their smartphones to access ebooks and audiobooks from their local public library.

Additional Free Online Resources

Scholastic Learn At Home

Every day includes four separate learning experiences, each built around a thrilling, meaningful story or video. Kids can do them on their own, with their families, or with their teachers. (Grades TK-K, 1-2, 3-5, 6+)

Newsela

Newsela content is provided at 5 reading levels, so the differentiation is built-in. Teachers get everything they need to personalize lessons to each student's skill level and drive classroom discussions without leaving anyone out of the conversation. And they can further scaffold texts with annotations and instructions. Newsela content is always aligned to state standards, leading frameworks, and commonly used curricula to ensure instruction is both engaging *and* driving learning. (Grades: 6-12)

SDUSD Unit Plans and Digital Resources

An extremely comprehensive day-by-day unit plan (Grades: TK-High School)

CommonLit

CommonLit is a nonprofit edtech company with an online library of over 1,500 authentic reading passages, text sets, units, and digital learning tools. Teachers can create classes (easy rostering with Google Classroom and Clever) and assign texts digitally. Students can annotate text, respond to comprehension questions, take assessments, and more. Read aloud and translation tools are also included. Teachers also have access to free data reports. (Grades: Elementary-High School)

Libby

Free access to digital books and audio books. *Students must have a library card in a participating city to use Libby (Grades: All)

Membean

Membean offers guided, multimodal, personalized vocabulary instruction for grades 6-12. We are offering free classroom pilots through September 2020 for all of your students. We'll

help you get set up quickly. Send email to quickstart@membean.com (Grades: 6-12)

ReadWorks

ReadWorks is an online resource of reading passages and lesson plans for students of all levels K-12. The company was founded with the goal of improving reading comprehension by bringing the latest in literacy teaching research into the classroom. (Grades K-12)

Annenberg Learner

Multimedia resources for K-12 classroom instruction (Grades K-12)

Illuminate Printable Performance Tasks

All educators now have access to a selection of free, printable ELA Performance Tasks from our Inspect Plus product from now through 2020. Each performance task allows students to explore concepts, scenarios and texts in depth and includes step-by-step instructions and scoring rubrics, which allow students working from home to check their work. (Grades 2, 3, 4, 5, 6, 7, 8, 9-10, 11-12)

SCIENCE

- Use MGH iScience, Inspire science resources - All textbooks are online. Refer to web based resources
- Have students prepare STEAM EXPO projects, Video record presentations and upload to youtube, design a google website
- Have students do CAST practice tests http://www.caaspp.org/practice-and-training/index.html
- Use Brainpop lesson plans https://educators.brainpop.com/?s=science
- Use NGSS Quality Examples of Science Lessons and Units
- Phenomena for NGSS - Assign phenomena for students. Assign project (PPT, Website, report). Have them apply the CER framework in the project.
- Use CK-12 online books as listed above
- Use mysteryscience.com/school-closure-planning
- Discovery Education Virtual Learning https://www.discoveryeducation.com/virtual-learning/
- Khan Academy Science
- NSTA Classroom Resources
- Best NGSS Apps, Games, and Websites
- Explore STEM at NASA - Assign projects
- Use CDE's Resources that Support Distance Learning

HISTORY

- Use MGH resources - All textbooks are online. Refer to web based resources
- Use CDE's Resources that Support Distance Learning
- www.TeachTCI.com
- SDUSD Instructional Resources

PE

- SDUSD suggested activities
- Use CDE's Resources that Support Distance Learning
- Logs for PE activities

SPANISH

- Free Teaching Resources for Spanish Class
- www.Duolingo.com
- Use CDE's Resources that Support Distance Learning

ART

- VAPA Virtual resources
- Have students do STEAM EXPO art project
- https://artprojectsforkids.org
- https://leftbraincraftbrain.com/40-best-art-projects-for-kids/
- Use CDE's Resources that Support Distance Learning
- SDUSD Instructional Resources

COMPUTER SCIENCE

- Continue with www.Code.org
- Brainpop coding
- Typing https://www.typing.com free access for students
- PBS Kids Space & Earth free educational programs & games
- Use CDE's Resources that Support Distance Learning

MPS Wide Digital Programs

Clever – MPS Single Sign on for online programs www.clever.com/in/Magnolia

Clever will be used as a backbone for access to all digital programs. Because Magnolia schools already use Clever, there are two easy steps we will prepare:

1. **Directions of using Clever Portal to support instruction outside the classroom.** With Clever, teachers can set up their own custom Teacher Pages with digital resources for their classes. Teachers can change topics and resources as often as they'd like to support their instructional plans.

2. **Give students instructions for logging in to their Clever Portals at home.** When students log in at home, they'll have access to the same edtech programs they use in the classroom.

Clever prepared a toolkit of resources that our teams can use if needed to help keep students engaged and learning.

- Teacher flyer providing instructions for how students can continue learning at home via Clever
- Student flyer with login instructions that can be sent home English version; Spanish version
- Article for teachers on how to make the most of Clever teacher pages
- Article for parents on how to help students log in with a Clever Badge

Other digital programs not on Clever

a. **Odysseyware Online Courses for 6-12**
   Currently MSA-3,4,5, SA, SD have access
   i. Online access https://magnoliaps.owschools.com/owsoo/login/auth
   ii. Course catalog https://www.odysseyware.com/course-catalog/california

b. **Edgenuity**
   Currently MSA-4 has access
   i. Online access https://www.edgenuity.com/login/
   ii. Course catalog
   https://www.edgenuity.com/wp-content/uploads/2017/07/Course-Description-Catalog.pdf

c. **Apex Learning**
   Currently MSA-1 and 2 have access
   i. Online access https://www.apexlearning.com
   ii. Course catalog
   https://www.apexlearning.com/digital-curriculum/courses/catalog

d. **Khan Academy**
   All schools have free access

e. **NextGen Math**
   Currently MSA 1, 6, and 7 using

f. **Scholastic Learn at Home**
   PreK-6+ self-directed learning - Free for 20 days

B- Instructional Methods

All MPS teachers are expected to use Google Classroom to facilitate teaching and learning activities. Virtual training will be provided for those who are in need. Here are some sample lesson plans that could support your planning.

Google for Education Teacher Center

Free, online training for the classroom that helps educators do what they do best, even better.
Teacher Center

Google Classroom Guide

Below is a website with detailed information for quickly creating Google classrooms, courses, classwork, and recorded videos to the classrooms. It is made for rolling out everything in an emergency situation:
https://sites.google.com/wswheboces.org/emergencytoolkit/home

Online Classroom Quick Start Guide

This document covers much more than Google Classroom:
https://docs.google.com/document/d/1g4Tx5XA0bGkylAyDf5UMRwc97f-cQIarbSIP0PDoQAs/edit?ts=5e66e04f

Google Hangouts Quick Start Guide

This document covers getting started with Google Hangouts:
https://teachercenter.withgoogle.com/first-day-trainings/welcome-to-google-hangouts-meet

Google for Education YouTube Channel

Provides videos and learning opportunities to learn about the Google Suite of tools available for educator use, including tutorials on using Google Classroom and Distance Learning Strategies.
https://www.youtube.com/channel/UCt84aUC9OG6di8kSdKzEHTQ

Cleaning of Chromebooks

For disinfecting the Chromebooks: We recommend cleaning the keyboards and wiping down the machines:
https://www.cdc.gov/flu/school/cleaning.htm

These wipes seem to work well https://sonowipes.com/disinfecting-wipes-school/

Pedagogy and Practices (Adapted from CDE COVID-19 Guidance for K-12 Schools)

1. Be present as the instructor
    - Instructor presence is a critical factor in the success of online learning.
    - A weekly video posted by the teacher allows students to connect with the teacher's image and voice. The video can be short, 3 minutes or less. In that amount of time, the teacher can review highlights of the previous week, and do a quick introduction of what is coming in the current week. Simple videos can be recorded using Google Hangouts or Zoom.
        - Instructors should also be present by engaging students through asking questions and responding to questions. Consider posting daily questions on the Google Classroom feed in which students can respond to.
        - Use frequent formative assessments. While present with students, it can be much easier to determine which students may be struggling with new learning. When teaching online, use free and "freemium" tools such as Google Forms or Poll Everywhere to gauge student learning and plan instructional moves and personalization that helps to keep all students on track. Here is a list of more formative assessment tools.
    - Work as a group
        - Setting up an effective online learning environment can be overwhelming. It can also be isolating. Teachers should remember that they can work together to create engaging lessons and activities for students. Work with your grade level teams to reduce stress and the workload. When working with colleagues, remember you can share classes and resources through Google Classroom. This could enable teachers to assign activities in one class from other shared classes.
    - Focus on active learning
        - Over the last decade, K-12 education has been slowly moving away from the lecture model. All of the reasons that make movement toward active learning in the face-to-face classroom a good idea also apply to the virtual classroom. To engage students who are not in the room during a lesson, teachers should consider creating a mix of:
            - Robust discussions
            - Collaborative work
            - Video and audio clips
            - Hands-on exercises
            - Individual work time
    - Chunk content into smaller pieces
        - Learning online can be more taxing physically and intellectually than learning in a face-to-face environment. Teachers should avoid frequently assigning long text passages or even long videos. It is recommended you keep your lessons and assignments limited to 20-30 minutes per day to ensure students remain engaged and motivated to complete the work, while having enough time to complete work from other classes.
            - Resources to support chunking assignments: 4 Tips for Content Chunking, Content Chunking for Engagement,Content Chunking for Instructional Design
    - Hold "Office Hours"
        - Consider setting specific times during the day that you would be available via Google Hangouts. Students could check in if they have questions about assignments - or if they just need to see and hear their teacher.

- Be careful with your time
    - Teaching online can be very time-consuming for teachers. In a face-to-face classroom, when a question is asked by the instructor, one or two students might answer. When a teacher uses online discussions, the expectation is that all students will respond. At that point, a teacher can get lost in trying to respond to each student's response. A better strategy is to respond directly to some of the student responses. Some online teachers keep a tally to make sure that they respond to each student at least weekly, but not for every discussion assignment. Grade levels and specific needs of students will help drive how frequently to respond to each student.
- Give multimedia options for assignments
    - While it can be expedient for teachers to grade quizzes and short papers, many students will be more highly engaged by assignments that allow them to create. Engagement and learning can be enhanced when students are encouraged to create content through the use of slides, videos, podcasts, blogs, data visualizations, websites, infographics, etc.
    - Here are some tools that students can use to create: Best Tech Creation Tools, 20 Best Online Creation Tools for Students
- Stay flexible with pacing
    - In the face-to-face classroom it is relatively easy to keep students working at the same pace. The teacher can assign a task and collect the work at the end of the period. Individual learning styles, particularly when it comes to pace, will be evident in the distance learning environment. Consider these strategies:
        - Have all work for the week posted by the start of the week and due at the end of the week (or even over the weekend).
        - Try working with “windows of time” instead of specific due dates for some assignments.
        - Be prepared to differentiate due dates for students who struggle with the rigor or style of Distance Learning.

Home Learning Guide for Students and Families

Time	Activity	Description
Before 9 AM	Get ready	Finish breakfast, chores, and report to parent/caregiver
9:00 AM - 11:00 AM	Academic Time	Read, develop, practice skills, work on packets/online learning
11:00 AM - 12:00 PM	Outside Time*	Walk to the park, ride bicycle, play ball
12:00 PM - 1:00 PM	Free Time	Lunch
1:00 PM - 2:30 PM	Reading Time	Nap/Rest as needed, read both academic content and high interest content
2:30 PM - 3:30 PM	Creative Time	Draw, code, dance, sing, write stories, build with blocks/legos, work on art projects, craft, bake
3:30 PM - 4:00 PM	Chores/Snack Time	Do home chores. Get a snack.
4:00 PM - 5:00 PM	Outside Time*	Walk to the park, ride bicycle, play ball
5:00 PM - 5:30 PM	Social Time	Call, text, Google Hangout, video chat, communicate with peers, family members

**Maintain social distancing at minimum 6 feet. Stay in safe areas. Avoid playgrounds and congested places.*

C- Assessment, Grading, Attendance, Graduation

State Assessments

- All CAASPP and summative ELPAC assessments are cancelled.
- Initial ELPAC assessment
- No cancellation on Physical Fitness Test yet.

Credit

All students will be earning credits per MPS Parent/Student handbook practices. Refer to MPS Graduation Plans due to Covid-19 to see impact on graduation classes of 2020 and 2021. Please refer to MPS Grading Guide for Distance Learning Guide for detailed info and guidance.

Grading - *updated April 7, 2020*

Due to extenuating circumstances in our students and families lives, teachers are expected to adjust their current grading practices to fit the Distance Learning delivery methods, with **access and equity for all** in mind. Therefore, the primary purpose of grading will be formative to provide feedback and inform instruction to improve student learning. During this time teachers are expected to grade assignments as appropriate. We expect that assessments and grading will be "relaxed" considering equity and student morale.

Please refer to MPS Grading Guide for Distance Learning Guide for detailed info and guidance.

Record Keeping and Student Engagement

- Please keep record of learning activities and student work samples digitally to the extent possible.
- Teachers are encouraged to use Distance Learning Student Engagement Log or similar measures to track student engagement.
- Make a copy of Week-at-a-Glance (WAG) plans and any other plans
- Use illuminate Grade Book for keeping records of grades. All gradebooks are accessible and teachers are encouraged to grade per MPS Parent/Student handbook guidelines.

Attendance - MPS Distance Learning Attendance Tracking System- *updated April 17, 2020*

The purpose of tracking student attendance during distance learning is not for Average Daily Attendance (ADA) or apportionment. During distance learning tracking student attendance is two fold, one to continue to build connection with our students and ensure a sense of consistency with daily check ins and two to ensure students are participating and accessing academic content. The guidance therefore for our distant learning plan is to promote accurate participation and engagement for all learners by including tracking of attendance.

- Illuminate SIS is on pause and not accessible for attendance purposes only.

Graduation - *updated April 7, 2020*

Refer to MPS Graduation Plans due to Covid-19 for detailed info and guidance.

D- Students with IEPs and 504 plans

Strategic planning for Program Implementation:

The Framework for supporting General Education Students who Need Something Special is to remember to consider Equity and Access as the guideline suggested by Kristin Wright, our State Director of Special Education. She also added Innovative, but I would like us to also adopt the mindset of Compassion in our program implementation. So, in considering a strategic Distance Learning Plan for all students let's be mindful to incorporate: Equity, Access, Innovation and Compassion in our program implementation.

Our young people have many environmental factors adversely impacting their ability to easily return to "normalcy". While I understand accountability is important, we first need to get acclimated to the distance learning process. We must understand families are significantly impacted in many ways by this crisis. Simply, parents are struggling to keep children healthy, nourished and occupied. This alone can cause anxiety for the families.

Let's be mindful that in Los Angeles City alone, we have a homeless population of at least 44,000. That is not counting those who are considered homeless and are residing with friends, and other family members or LA County which is at 59,000. Roughly 25% of those numbers are children ages 5-18. Let's remember the basic human need for reducing anxiety, encouraging fun, and relaxation when designing our activities. The sample daily schedule above is perfect as a guide for balancing academia with daily life.

As we transition to the use of Google Classroom, our SPED teams inclusive of our school psychs should set up a google hangout hours for providing additional instruction and check-ins for students who simply need to connect with their teachers and counselors.

Special Education SAI and DIS Services

The RSP Teachers will collaborate with the general education teachers to provide support.
Inhouse Psychs and paras should assist in supporting the implementation of distance learning.

The additional DIS services such as counseling, speech, APE, OT, VI services etc. will be provided via Edlogical, Specialized Therapy Services, and E - Luma Therapy services; a virtual therapy Non Public Agency. The specific assigned service provision for each school and the NPA support information is outlined below.

Please be patient. The actual "roll-out" directives are in phases because as we receive information from the NDE, CDE, LACOE, LAUSD, EL Dorado SELPA, SDUSD, and SAUSD our trajectory may change. I deliberately put the most relevant and current information first. (Dr. Callaham)

Phase three - IEP Meetings, DIS Service Provision, Assessments and Compliance Deadlines 2/23/2020

- Monday 3/23 by COB, please have the spreadsheet updated with your Speech students' contact information
- If your school opens, it may be wise to get your testing materials (RSP and PSYCHS) Although, I believe it is best practice during this emergency situation, to utilize the process of records reviews for our assessments, we may be mandated to test virtually. So, if you can, please be sure your assessment materials are with you.

- We are still working on how best to comply with IEP meeting timelines and assessments. We will keep everyone posted as the procedures are finalized.
- IEP meetings will likely be held, however either Dr. Lopez or I will need to be in attendance. We will then write up notes memorializing the decisions made at that meeting and any outstanding concerns needing additional follow-up. So, please know that we are currently working on how this will roll out. In the meantime, review your caseloads as I will add a tab to capture the upcoming annuals and Triennial meetings for each school for the remainder of the school year.
- You and your para's may begin calling parents to let them know how their SPED services will be provided during this time. This way, you can find out what each family needs in terms of support for distance learning as well. The school psychs can assist you in this quest as well. Please use the verbiage that I have provided for the amendments and try to calm any concerns they may have.

Phase two - Distance Learning Implementation 3/19/2020

RSP teachers and School Psychs please connect with your assigned NPA service providers to collaborate on the services being provided.
RSP Teachers - Schedule a certain time to have Google classroom office hours for your students to seek additional support.
Psychologists - Connect via Google Classroom or Google Hangouts to schedule and hold counseling sessions.
Please track in SEIS and Welligent as long as the systems are active

Phase One - Initial Implementation Specific (Completed 3/13/2020):

Divide the SPED team (psychs and RSP's) to collaborate with all ELA and Mathematics Teachers. Review the passports for each student with the core teachers.
Review all 504 Plans and ensure that the accommodations are shared with the ELA and Mathematics Teachers.
All Psychologists and RSP Teachers will work together to capture the accommodations and DIS services to be provided in the Shared Google Document provided by the SPED Director by 5pm Friday, 3/13/2020.
The SPED Director will share the information with the Non Public Agencies and provide the login information to the SPED teams by Monday C.O.B. to be shared with the families by the Resource teachers.
Inform the SPED Director of any meeting that must be held within the next two weeks so that we may set up Go to Meeting Codes. However, this is ONLY for meetings that must be held in the next two weeks.

Google Classroom/ hangouts for SAI And Counseling Services

- School Psychs should have a 2 hour window to allow students to come reach out to you and you may schedule your regular counseling sessions via google hangouts.
- RSP Teachers can schedule small group instruction and interaction with your students via google hangouts
- Our SPED Para's should call any students from each site who are not responding to the teachers and psychs via the internet. These students may be called in an effort to troubleshoot to determine how we can assist them in gaining access to academia. Please communicate with the SPED team.

- All Schools that have an inhouse psychologist will receive DIS counseling for your students via Google Classroom from your psych's. MSA 3, MSA 6, and MSA San Diego will receive counseling from our contracted Non-Public Agencies.
    - Counseling - MSA 1 - T. Esser
    - Counseling - MSA 2 - C. Hekimian

- Counseling - MSA 3 - Edlogical
- Counseling - MSA 4 - J. Gomez
- Counseling - MSA 5 - A. Scott/ J.Gomez
- Counseling - MSA 6 - Edlogical
- Counseling - MSA 7 - A. Scott
- Counseling - MSA 8 - A. Gutierrez
- Counseling - MSA S.A. - R. Zeller
- Counseling - MSA S.D. - Edlogical

- All Speech Services will be provided by the non public agency with the exception of MSA Santa Ana who will have most of your speech services provided by your in-house SLPA and approximately 20% by the agency.
  - Speech - MSA 1, MSA 2, MSA 3, MSA 4, MSA 5, MSA 6, MSA 7, MSA 8, = NPA - Eluma
  - Speech - MSA San Diego - Specialized Services
  - Speech - MSA Santa Ana - Inhouse and Edlogical (no more than 20-25%).

- OT and APE services will be provided by Ed Logical for all MSA Schools

IEP Meetings and Amendments for Distance Learning

Annual and Triennial Meetings - I suggest we only hold essential meetings. Since parents will be able to tape-record without our knowing, and we may not be able to get all team members assembled, we should reschedule any meetings that are not critical until we return.

Completion of Assessments - Edlogical will complete any assessment where they do not have to meet one to one. If you are in the middle of an assessment and do not need to meet with the students, complete the reports and upload them to SEIS or Welligent.

Progress Reports - Teachers will grade assignments as appropriate and provide feedback to students for learning purposes. Assessments and grading need to be relaxed. Every means should be used to provide feedback and guidance to inform learning. We are not expecting to continue with regular grading practices. Instructors are expected to modify their current grading practices to fit the instruction delivery methods considering access and equity for all.
Progress reports will be completed as the grading and reporting process is rolled out and determined by the CDE.

DIS Virtual Service Provision - See above

PWN - IEP Amendment Meetings
The attached link will provide the PWN to send to parents of all Students with exceptional needs. It outlines our plan for distance learning. Virtual DIS services and addresses how each school will address the completion of IEP meetings while we are out of school.

Fun Learning Resources for our Teachers and MPS Parents

Kid Friendly Accommodating Virtual Resources and Activities:

- https://www.weareteachers.com/free-online-learning-resources/
- https://www.freckle.com/ - Differentiated Learning Activities
- https://edu.glogster.com/ - Create Multi - Media Posters and Games
- https://www.fabulingua.com/try-for-free?_branch_match_id=736046162314594302 - Learn Spanish for Free, the company has lifted the cost during the Pandemic
- https://www.elementari.io/ - Turn written or spoken stories into online short movies
- https://www.breakoutedu.com/funathome - Design and interact with kid friendly break-out rooms
- http://info.apertureed.com/archived-resources - Social Emotional Learning Activities
- https://www.boddlelearning.com/ - Fun and Engaging Mathematics Activities
- https://mysteryscience.com/school-closure-planning - Science curriculum

- Plant a Shoebox Garden
- Visit a Virtual Museum online
- Neighborhood Scavenger Hunt
- Design a virtual or board platform city
- Take a virtual vacation to an exotic land and share the best attractions with family
- Have the students Create an activities and/or food menu for the week

What Families can do with all this Energy, to curb Anxiety, and Help your own Social Emotional Functioning

(This information is adapted from webinars and comprises some of the many articles we are reading).

It's completely understandable to be anxious right now (how could we not be?) but how we manage that anxiety has a big impact on our kids. Keeping your worries in check will help your whole family navigate this uncertain situation as easily as possible.

"Watch out for catastrophic thinking," says Mark Reinecke, PhD, a clinical psychologist with the Child Mind Institute. For example, assuming every cough is a sign you've been infected, or reading news stories that dwell on worst-case scenarios. "Keep a sense of perspective, engage in solution-focused thinking and balance this with mindful acceptance."

For those moments when you do catch yourself feeling anxious, try to avoid talking about your concerns within earshot of children. If you're feeling overwhelmed, step away and take a break. That could look like taking a shower or going outside or into another room and taking a few deep breaths.

Limit consumption of news
Staying informed is important, but it's a good idea to limit consumption of news and social media that has the potential to feed your anxiety, and that of your kids. Turn the TV off and mute or unfollow friends or co-workers who are prone to sharing panic-inducing posts.

Take a social media hiatus or make a point of following accounts that share content that take your mind off the crisis, whether it's about nature, art, baking or crafts.

Stay in touch virtually
Keep your support network strong, even when you're only able to call or text friends and family. Socializing plays an important role in regulating your mood and helping you stay grounded. And the same is true for your children.

Let kids use social media (within reason) and Skype or FaceTime to stay connected to peers even if they aren't usually allowed to do so. Communication can help kids feel less alone and mitigate some of the stress that comes from being away from friends.

Technology can also help younger kids feel closer to relatives or friends they can't see at the moment. Set up video chats between your children and their grandparents. It's not perfect, but it can help families feel closer and less stressed.

Make plans
In the face of events that are scary and largely out of our control, it's important to be proactive about what you can control. Making plans helps you visualize the near future. How can your kids have virtual play dates? What can your family do that would be fun outside? What are favorite foods you can cook during this time? Make lists that kids can add to. Seeing you problem solve in response to this crisis can be instructive and reassuring for kids.

Even better, assign kids tasks that will help them feel that they are part of the plan and making a valuable contribution to the family.

Keep it positive
Though adults are feeling apprehensive, to most children the words "School's closed" are cause for celebration. "My kid was thrilled when he found out school would be closing," says Rachel Busman, PsyD, a clinical psychologist at the Child Mind Institute. Parents, she says, should validate that feeling of excitement and use it as a springboard to help kids stay calm and happy.

Let kids know that you're glad they're excited, but make sure they understand that though it may feel like vacations they've had in the past, things will be different this time. For example, Dr. Busman suggests, "It's so cool to have everyone home together. We're going to have a good time! Remember, though, we'll still be doing work and sticking to a regular schedule."

Keep kids in the loop — but keep it simple
"Talking to children in a clear, reasonable way about what's going on is the best way to help them understand," says Dr. Busman. "But remember kids don't need to know every little thing." Unless kids ask specifically, there's no reason to volunteer information that might worry them.

For example, if your child is used to seeing her grandparents regularly, but right now we're keeping our distance to make sure everyone stays safe; When she/he asks about them we say: "We won't see Grandma and Grandpa this week but we will see

them soon!" We don't say: "We're staying away from Grandma and Grandpa because we could get them sick." Older kids can handle — and expect — more detail, but you should still be thoughtful about what kinds of information you share with them.

Incorporate new activities into your routine, like doing a puzzle or having family game time in the evening. For example, my family is baking our way through a favorite dessert cookbook together with my daughter as sous chef.

Build in activities that help everyone get some exercise (without contact with other kids or things touched by other kids, like playground equipment). Take a daily family walk or bike ride or do yoga — great ways to let kids burn off energy and make sure everyone is staying active.

Check in with little kids
Young children may be oblivious to the facts of the situation, but they may still feel unsettled by the changes in routine, or pick up on the fact that people around them are worried and upset. Plan to check in with younger children periodically and give them the chance to process any worries they may be having. Children who are tantruming more than usual, being defiant or acting out may actually be feeling anxious. Pick a calm, undistracted time and gently ask how they're feeling and make sure to respond to outbursts in a calm, consistent, comforting way.

Sometimes the path of least resistance is the right path
Remember to be reasonable and kind to yourself. We all want to be our best parenting selves as much as we can, but sometimes that best self is the one that says, "Go for it," when a kid asks for more time on the iPad.

"We should forgive ourselves the image of perfection that we normally aspire to as parents," says Dr. Anderson. "Maybe your kids don't have TV or screens on the weeknights during the school year, but now that school is cancelled or online, we can give ourselves license to relax these boundaries a bit. We can explain to our kids that this is a unique situation and re-institute boundaries once more when life returns to normal."

Accept and ask for help
If you have a partner at home, agree that you'll trade off when it comes to childcare. Especially if one or both of you are working from home and have younger children. That way everyone gets a break and some breathing room.

Everyone who can pitch in, should. Give kids age appropriate jobs. For example, teens might be able to help mind younger siblings when both parents have to work. Most children can set the table, help keep communal spaces clean, do dishes or take out the trash. Even toddlers can learn to pick up their own toys. Working as a team will help your whole family stay busy and make sure no one person is overwhelmed.

"Be creative and be flexible," says Dr. Busman, "and try not to be hard on yourself. You have to find a balance that works for your family. The goal should be to stay sane and stay safe."

Planning for Equity and Accessibility (Adapted from CDE COVID-19 Guidance for K-12 Schools)

It is critical to ensure the accessibility of resources for all students. In particular, **when considering students with individualized education programs (IEPs) or 504 plans, first consult with your SPED Coordinator/ SPED Teacher** regarding federal, state, and local guidelines for these students as related to needs for distance learning.

- Below are some general strategies for helping to ensure equity and accessibility for all students. It is important to note that this does not constitute legal advice. This section is designed to share some best practices regarding accessibility of content when designing distance learning environments.
    - Take advantage of the accessibility features built into online programs:
        - Use heading styles which will allow screen reader software to navigate from section to section.
        - Use font, size, and text formatting to distinguish between items or to navigate. Ensure no information is conveyed solely by color or sound.
        - Use Alt-Text to allow users with screen readers or with slow connection to identify your images, graphs and charts.
        - Enable tool tips so that descriptions appear when users hover over images, graphs, and charts.
    - Provide transcripts of video or audio announcements made by teachers. If you read from a script, your script should be posted as the transcript.
    - If linking to external videos, make sure the videos have closed captioning available.
    - Use descriptive titles, headers and subtitles to provide added context.
    - Use meaningful text in links to make it easier for users to predict where navigation will take them. For example, avoid “click here” or “read more.”
    - Provide a balance of text, image, video and audio. Instruction and resources provided in more than one format provides broader support for the greatest number of users.
    - Teachers should verify that the external resources they link to have the accessibility features
- Is it Accessible? Questions to Ask- document to help with planning for accessibility and selecting resources

E- English Language Learners

Distance Learning Resources for ELD compiled by LACOE

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." **During distance learning, students who typically attend a designated ELD course should continue to be assigned designated ELD remote coursework.**

Elementary Designated ELD:

MPS elementary schools provide EL students with a minimum 30-minute block of designated English Language Development.

- **Primary curriculum used is the designated component of McGraw Hill's *Wonders*, used in conjunction with supplemental programs such as DuoLingo and BrainPop ESL.**

Secondary Designated ELD:

During distance learning, students who typically attend a designated ELD course should continue to be assigned designated ELD remote coursework

- **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. **During distance learning, all teachers of EL students are expected to provide integrated ELD and support students' academic English language development with appropriate differentiation, supports, and scaffolds in place.**

About the CHATS Framework:

This framework was developed by Dr. Persida Himmele and Dr. William Himmele. Their framework 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. 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

F- Additional Resources

SDCOE Launches Distance Learning Resource Directory

SDCOE has launched a directory of distance learning resources to support alternative means of delivering curriculum, including planning documents for administrators and educators, open educational resources, links to free video conferencing and learning management systems, and details on free internet access programs for families.

- Resources: Distance Learning Best Practices
- Resources: Using Technology for Distance Learning
- Resources: Free Online Learning Tools
- Supporting English Learners

If I had to do it over again/ what they wish I knew

Advice from international educators who are on prolonged online learning due to school closures
(Compiled by Lauren Fernandez)

Other noteworthy and partial free online programs to consider

The programs below offer free, discounted and premium access to COVID-19 affected schools.

A very Comprehensive list of free resources on this LINK

- www.wevideo.com Create videos in minutes with WeVideo
- https://www.discoveryeducation.com standards-based digital curriculum for K-12
- https://kahoot.com free premium access
- https://pronto.io Pronto instantly connects people so they can learn faster, work smarter, and communicate seamlessly
- https://bookcreator.com – special offer
- https://www.tynker.com learning to code with Tynker at home, school
- https://app.edu.buncee.com Unlock the power of creativity! Buncee is an easy-to-use tool for all of your school's creation needs.
- https://www.peardeck.com Pear Deck helps teachers create powerful learning moments through 100% student engagement and real-time formative assessment
- https://belouga.org Where students & teachers learn about the world, with the world
- https://educationblog.microsoft.com/en-us/ Microsoft education blog
- https://www.elementari.io -12 online platform to read, write, #code, share, and remix interactive stories with professional illustrations and sounds
- https://www.sutori.com A collaborative instructional and presentation tool for the classroom. Perfect for social studies and ELA. Maximize the 4Cs.
- https://www.kamiapp.com Kami is an interactive digital classroom app for PDF & other documents.
- https://www.breakoutedu.com Immersive learning games for the classroom
- https://hapara.com connected learning for teachers and learners
- https://parlayideas.com meaningful, inclusive and data-driven class discussions.
- https://www.fevtutor.com Personalized 1:1 tutoring, connected to the classroom, designed to drive results.
- TED-Ed Lessons https://ed.ted.com/

Useful Web 2.0 tools

- https://www.graphite.org A free service built by teachers for teachers, graphite helps educators discover and share the best websites, apps, and games for their students
- www.Eduteacher.com – great collection of free web tools. Categorized with tutorials
- www.Quizlet.com Simple tools that let you study anything, for free
- http://www.membean.com Vocabulary learning – Fee based
- https://getkahoot.com Kahoot - Create, play and share fun learning games for any subject, for all ages, for free.
- www.Schoology.com learning management system (LMS) that connects all the people, content, and systems that fuel education.
- www.Edmodo.com free microblogging in classroom (portal for courses)
- https://www.haikudeck.com Haiku Deck, a completely new kind of presentation software.
- www.Polleverywhere.com -great polling app
- www.Dropbox.com share files anywhere-everywhere
- http://en.linoit.com/ Messages post as sticky notes on a bulletin board. You can move the notes to categorize ideas.
- www.Wallwisher.com Sticky note wall design
- https://www.remind.com Reach students and parents where they are. Free for teachers
- www.Doodle.com – schedule and organize meeting
- http://todaysmeet.com/ online chatting rooms free and easy setup. Use during meetings and classroom discussions.
- www.OOvoo.com -alternative to skype – up to 12 users at a time
- www.tweetdeck.com manage twitter account(s). Very useful.
- http://kurtishewson.wordpress.com/2011/10/28/evolution-of-digital-footprints/ Learn how to manage your digital footprint

CK-12 Online Books and Resources

CK-12 FlexBook 2.0 resources. **Everything is completely free.**
Using them is a simple three-step process:

1. Click on a FlexBook® 2.0.
2. Choose the lessons that work best for your students.
3. Assign them using CK-12 Classes or our LMS partner Google Classroom

Math resources	Science resources
• Middle School Math 6 • Middle School Math 7 • Middle School Math 8 • Algebra 1 • Geometry • Algebra 2 • Precalculus	• Earth Science • Life Science • Physical Science • Biology • Chemistry • Physics

Educational Programming on Public Television

Several California PBS stations will begin broadcasting California state standards-aligned educational television programming, created by PBS SoCal/KCET and the Los Angeles Unified School District. This TV schedule was developed to help schools and districts **bridge the digital divide and provide equitable access** to learning for all students at home, regardless of access to the internet or computers.

Educational programming aligned with state standards runs each weekday, starting Monday, March 16. Here is the programming schedule at the time of publication. **Additional stations may begin to air the At-Home Learning educational program schedule. Check your local listing for details.**

Southern California

- **PBS SoCal** Pre-K-3rd grade, 5:00 am - 5:00 pm. **Visit the PBS SoCal TV schedule**.
- **KLCS** Pre-K-12th grade, 6:00 am - 6:00 pm, with additional educational programming in the evenings. **Visit the KLCS TV schedule**.
- **KCET** 9th-12th grade, Daytime programming with additional educational programming on PBS SoCal and KLCS digital channels. **Visit the KCET TV schedule**.
- **KPBS** Pre-K-3rd grade from 6:00 - 8:00 am, 4th-8th grades from 8:00 am - 1:00 pm, and 9th-12th grades from 1:00 pm - 6:00 pm. **Visit the KPBS TV schedule**.

PBS LearningMedia is committed to inclusion, diversity, and accessibility. With this in mind, PBS is continuously taking steps to improve the website to meet online usability and design standards recommended WCAG 2.0 AA and other standards outlined by the Americans with Disabilities Act (ADA). The site works with screen readers and meets contrast requirements for the visually impaired. For assistance with the site visit the PBS LearningMedia help webpage.

BrainPOP Resources

BrainPOP subscription is a valuable online tool to support their classroom needs. The following resources are helpful in our schools.

- Sign-up for our webinar "Distance Learning with BrainPOP" on Monday, March 16th (*If educators are not able to attend, please register and the webinar recording will be emailed to registrants*)
- Coronavirus Resources to guide your teaching on COVID-19
- BrainPOP SEL Content: lessons on mindfulness, managing stress and much more.
- Use the BrainPOP At-home Connection Page to extend BrainPOP learning at-home.

We're also offering free, unlimited access to our products for any schools preparing for closure. Feel free to share this request link with any neighbors or colleagues who may find it useful.

Visit Tools and Features Support page to explore the BrainPOP Creation Tools like Make A Map, Make A Movie and Creative Coding.

NEWSELA COVID-19 Resource Center

Getting additional access takes just one-step. Simply visit our **COVID-19 resource center**, click "Get instant access", and you'll immediately see **Newsela ELA**, **Newsela Science**, **Newsela Social Studies**, and **The Newsela Social-Emotional Learning Collection** in your Newsela account.

G- Guides for Parents

Parents' Guide to Distance Learning

What is distance learning?
Distance learning includes both virtual and non-virtual means of providing education. Despite school closures due to COVID-19, we are committed to continuing to provide high-quality education to all students. According to the CDE, distance learning means "instruction in which the student and instructor are in different locations. This may include interacting through the use of computer and communications technology, as well as delivering instruction and check-in time with their teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, instructional television, video, telecourses, or other instruction that relies on a computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback."

What to expect from distance learning:

- Students will have approximately 2-4 hours of school work to complete each day.
- Assignments will be sent to students via Google Classroom. If you prefer to have assignments emailed or physical copies printed and mailed to your home, please make sure you communicate this with your school's admin team.
- Teachers will regularly communicate with students about their work and will hold weekly Google Hangouts in order to answer any questions and provide additional support. Teachers will also be available through email to answer any questions. Please allow 24 hours for a response.

How you can support your students:

- Provide a designated location for your student to complete their schoolwork each day. This can be a desk, the kitchen table, or another distraction-free workspace.
- Familiarize yourself with Google Classroom and ask your student(s) to show you their completed assignments each day. Review this Parents' Guide to Google Classroom and contact your students' teacher if you need additional support.
- MPS Single-sign-on for online programs www.clever.com/in/Magnolia will be used as a backbone for access to all digital programs. When students log in at home, they'll have access to the same edtech programs they use in the classroom.
- Help your students discover enriching, virtual learning experiences activities to keep their minds engaged outside of academic time.
- Consider adopting a daily schedule or routine to help students stay on track. One suggested routine is below.

Time	Activity	Description
Before 9 AM	Get ready	Finish breakfast, chores, and report to parent/caregiver
9:00 AM - 11:00 AM	Academic Time	Read, develop, practice skills, work on packets/online learning
11:00 AM - 12:00 PM	Outside Time*	Walk to the park, ride bicycle, play ball
12:00 PM - 1:00 PM	Free Time	Lunch
1:00 PM - 2:30 PM	Reading Time	Nap/Rest as needed, read both academic content and high interest content
2:30 PM - 3:30 PM	Creative Time	Draw, code, dance, sing, write stories, build with blocks/legos, work on art projects, craft, bake
3:30 PM - 4:00 PM	Chores/Snack Time	Do home chores. Get a snack.

4:00 PM - 5:00 PM	Outside Time*	Walk to the park, ride bicycle, play ball
5:00 PM - 5:30 PM	Social Time	Call, text, Google Hangout, video chat, communicate with peers, family members
**Maintain social distancing at minimum 6 feet. Stay in safe areas. Avoid playgrounds and congested places.*		

Additional resources for parents

- NY Times Article: Schools are Closing, Now What?
- 70 Educational Activities for when you are stuck indoors
- Scholastic Learn at Home
- TED Talks for kids https://www.ted.com/playlists/86/talks_to_watch_with_kids

H- Legislative updates and agency guides

- NewCOVID-19 Guidance for K-12 Schools
  Part of the COVID-19 Guidance for K-12 Schools published on March 17, 2020 at 6PM.
  https://www.cde.ca.gov/ls/he/hn/guidance.asp

- CDE Special Education Guidance for COVID-19, March 20, 2020

- El Dorado Charter SELPA Covid19 Resources http://charterselpa.org/covid-19/

- 3/17/2020 Update from the Association of California School Administrators on the COVID-19 legislative response can be found HERE. There is information as it relates to ADA, special education and charter school distant learning.

- 3/16/2020 ELDorado charter SELPA guide can be found here

- SPED COVID resources on https://padlet.com/leo_mapagu/agsyl81rfg0q

MPS Distance Learning Guides and Protocols

April 7, 2020

1. MPS Distance Learning Website – Portal for student-parent- teacher interactions
2. MPS Distance Learning Plans – Overall org-wide comprehensive Distance Learning Plans
3. MPS DL Grading Guide – Grading guide for teachers and admins
    a. DL Elementary Grading Supplemental Guide
4. MPS Distance Learning Attendance Guide – Attendance and Engagement Tracking
    a. Attendance guide in Presentation format
5. MPS Response to Graduation Plans due to Covid#19 - Graduation guide for teachers and admins
6. Teacher Guide to Providing Instruction in a Distance Learning Environment – One-pager
7. Parent Technology Guide for Distance Learning – Privacy, safety and compliance guide
8. Zoom Parent Guide - Google Presentation
9. Google hangouts Meet Parent Guide - Google Presentation
10. Student Technology Guide for DL - One-pager for students with Dos and Don'ts
11. Parents' Guide to Distance Learning - One-pager for parents with sample schedule
12. Standard Operating Procedures: Online Crisis Intervention - Guide and resources
13. Virtual PD on DL - Virtual PD training materials
14. DL Daily Tracker – Tracker for admins to monitor their own and teachers' DL activities

MPS DL Grading Guide

Following are grading guidelines for our schools to use in a Distance Learning environment based on **MPS Student/Parent Handbook** , agency and CDE guidance.

A- Grading

General Expectations in a Distance Learning Environment

Due to extenuating circumstances in our students and families lives, teachers are expected to adjust their current grading practices to fit the Distance Learning delivery methods, with access and equity for all in mind. Therefore, the primary purpose of grading will be formative to provide feedback and inform instruction to improve student learning. During this time teachers are expected to grade assignments as appropriate. We expect that assessments and grading will be "relaxed" considering equity and student morale.

Grades Will Do No Harm to Students

As we have collectively decided with the school leaders, all students are expected to either keep or improve their current grades during Distance Learning. Students' grades on Progress Report #3, i.e., percentage scores will be used as a reference point when compared with Progress Report #4 grades to ensure an upward trajectory. If there are any drops in grades, students will be provided with opportunities to make-up and improve their grades.

Special Grades	→ Converted to Numerical Grade
Check Plus ("+")	100
Check ("=")	85
Check Minus ("-")	70
Unsatisfactory ("/")	50
Missing ("M")	0
Excused ("X")	N/A
Not Assessed ("NA")	N/A

Teachers will continue to use their current grading practices as aligned with the **MPS Student/Parent Handbook. (2019-20)**. Teachers will continue to use their gradebooks in **Illuminate Gradebook** for record-keeping purposes. Google Classroom and/or other Distance Learning tools can be used to track student engagement.

Assignment Grades in Google Classroom

When entering grades on Google Classroom and/or other Distance Learning tools, teachers may use their own grading system and mark assignments as "Missing," "Incomplete," or "Late" so that students and parents can have immediate feedback on the amount of work being completed. However, teachers should remember that Google Classroom grades are symbolic, and students should have every opportunity to complete work and earn credit. Please see below for additional guidance on entering official grades into Illuminate.

Assignment Grades in Illuminate

As explained on page 12 of the Handbook, MPS promotes the use of numerical grades for grading accuracy and our teachers typically use numerical grades when grading student assignments. In the case that a check grade system is used for an individual assignment, Illuminate converts those grades to numerical grades according to the following conversion table.

- Due to extenuating circumstances in the lives of our students and families, MPS will discontinue the use of **Missing ("M")** or **Unsatisfactory("/")** marks for the remainder of the 2019-20 school year.
- To document any missing or incomplete work in Illuminate, teachers can use the **Not Assessed ("NA") or Excused ("X")** marks. These marks allow the teachers to see any missing or incomplete work without any effect on students' grades.
- When grading individual assignments MPS recommends that teachers use the **Check Plus / Check / Check Minus** grading scale, which is easier to use and likely results in higher student grades.

Late Assignments: During Distance Learning MPS asks that teachers not mark any assignments as late in Illuminate or deduct points thereof. Every effort should be made for a student to make up work in a reasonable amount of time, based on students' needs and circumstances. This includes extended due dates, accommodations and modifications with the assignments, 1-1 virtual meetings with the students, additional scaffolding, support, and more ways to ensure students can complete their assignments.

Grading the Packets

Teachers are recommended to be flexible on collecting the evidence when grading work that is produced through non-virtual means such as packets, PBS media lessons, etc. Teachers will accept phone calls, pictures, video recordings as evidence and grade accordingly.

Students with Disabilities

Students with disabilities may have unique grading accommodations and grade scales as noted in their IEPs. All of the provisions set forth in IEPs hold for now. Teachers will do their best efforts to comply with those and coordinate their plans with SPED teams as needed.

B- Progress Reports

Progress Report #3 was mailed to families late February/early March. Progress Report #4 will include cumulative student grades from the beginning of the spring semester until May 1. Student progress during Distance Learning weeks will be part of this cumulative progress report. As explained above in the Grading section, students' grades on Progress Report #3, i.e., percentage scores will be used as a reference point to compare with Progress Report #4 grades to ensure an upward trajectory. If there are any drops in grades, students will be provided with opportunities to make-up and improve their grades.

Progress Report #4 will be the last progress report for the 2019-20 school year. Teachers are expected to finalize their progress report grades by May 1st. Progress Report #4 will be shared with students and parents on May 4th. Final grades and Semester Report will be sent on June 12.

C- Report Cards

Report cards for the end of the spring semester are due at the end of the school day as planned.

D- CDE Distance Learning Grading Guidance for Teachers

What constitutes "gradable" work in distance learning? What can I collect from students in order to provide feedback, evaluate learning, and inform next steps?
Assigning a grade in a distance learning context might require teachers to reconsider the kinds of materials they provide to and accept from students. Online resources, mobile applications, and web platforms can help teachers provide flexible means of furthering instruction. When students are working at home from other materials, these can be shown or displayed by photographs attached to text messages where computers are not used or accessible. Some districts are also using school buses to drop off and pick up hard copy work in cases where packets of work are the norm, or having work delivered to and picked up from the school.

Examples of Platforms and Means for Demonstrating Learning

- Slide-Based Presentations
- Platform options include PowerPoint, Prezi, and other presentation platforms. These can be presented in real time or recorded. Students can include talking points or presentation scripts in the slide notes or in a separate document.
- Video Recordings
- Platform options include videos uploaded to YouTube or recorded videoconferences. Popular apps like Tik Tok can also be used.
- Posters, Tri-Folds, Models, and Dioramas
- These can be presented using a video (live or pre-recorded) or digital photographs with an attached verbal or written narrative explanation.
- Audio Recordings and Podcasts
- Platform options include Audacity, Garageband, and other free audio recording software. These can also be used for performance-based courses like band/music, choir, theater, or speech and debate.
- Illustrations (flow charts, diagrams, collages, comic strips, infographics and other visual presentations) completed digitally using illustration software or can be scanned or photographed and uploaded. The Google Drive App can be used to scan and upload a smartphone camera.
- Free infographic platforms include Canva, Visme, and Piktochart, among others.

- Dialogue, Monologue, or Other Performance can be submitted in writing or recorded and submitted digitally.
- Discussion Threads, Journaling, or Interactive Notebooks through a shareable platform like Google Docs or through Google Classroom

E- Questions and Answers

How many grades do you recommend teachers input in distance learning classes?

- As explained above, student workload should be lighter than what would traditionally be expected and grading should follow the suit. Teachers are expected to cut their assignment and grading loads as much as in half. It is also expected that teachers minimally contact once a week with their students. Therefore, at a minimum, grades need to be updated weekly.

How do you recommend we adjust schools' grading policies or practices to reflect this new distance learning environment?

- As explained in **Section A - Grading** above, we recommend that no missing work should be marked accordingly. Students should be given opportunities for late work and make-up. Mentor teachers, aids and administrators are encouraged to follow up with students who are struggling and failing to produce.

How do we address the possible cheating and plagiarism issues?

- Every effort needs to be made to minimize cheating and plagiarism. When assigning work or assessing, activities should be chosen to discourage cheating and plagiarism.

For courses we are not offering during distance learning, what happens to students grades?

- **Advisory/SSR** or similar courses need to be graded if they are being taught as part of the DL programs. If they are stopped because of the new plans, grading should stop with the condition that students should be given opportunities to increase their final grades with alternative assignments.

How will courses we no longer provide during distance learning show up in transcripts?

- For courses that are no longer offered, Progress Report #3 grades should be used as final grades with the condition that students should be given opportunities to increase their final grades with alternative assignments.

MPS Distance Learning Attendance Tracking System

The purpose of tracking student attendance during distance learning is not for Average Daily Attendance (ADA) or apportionment. During distance learning tracking student attendance is two fold, one to continue to build connection with our students and ensure a sense of consistency with daily check ins and two to ensure students are participating and accessing academic content. The guidance therefore for our distant learning plan is to promote accurate participation and engagement for all learners by including tracking of attendance.

As stated by the California Department of Education (CDE), although they *will not require a submission or tracking of attendance for individual students. With that in mind, they believe attendance or participation information will be helpful for districts in identifying possible areas of need to ensure all students are able to stay actively engaged in remote learning* (CDE, 2020).

In addition, the CDE (2020) has stated *while Local Educational Agencies (LEAs) should not record regular daily attendance on school closure days for apportionment purposes, LEAs are encouraged to track participation and engagement in distance learning while schools are closed.*

This being stated Magnolia Public Schools will use the following system to structure the tracking of student participation and engagement (Attendance). The following are steps that should be taken to ensure the system for tracking attendance is in place, working and if needed provide any feedback on areas for improvement.

1. Establish an attendance and engagement lead and an alternative team member to support the lead as needed to step into the role.

2. Communicate with all the staff the system designed to track attendance
    a. Teacher/ Instructor Tracking: Every teacher will post a daily check in question by 8am on Google classroom for the purpose of tracking student attendance, the assignment will expire by 3pm. This can also be done as a google form (survey) link on Google classroom. Below guidance is provided on other acceptable indicators of student engagement/ participation in case students missed the daily universal check in question. After posting opportunities for students to check in,

the teacher/ instructor then reports students engagement and participation level in the appropriate google sheets step (b).

b. Tracking attendance school wide: Teachers will then add their input for student participation and engagement level in the tracking template shared here Elementary and Secondary.

Rubric for determining level of engagement/ participation:
High Engagement - Student responds to daily check-in questions and completes 80% or more of assignments weekly
Medium Engagement- Student responds to three daily check in questions and completes 50-79% of assignments
Low Engagement- Student responds to one daily check in question and or completes less than 50% of assignments
None - No communication from the student the entire week, no completion of any assignments all week or engagement in any other possible opportunities for engagement/ participation.

Acceptable Indications of Student Engagement/ Participation (Attendance) Include:

- ❏ Student submission of academic assignments
- ❏ Student Participation in live interactive lessons with the teacher
- ❏ Tutoring session or computer-assisted instruction
- ❏ A posting by the student showing the student's participation in online activity
- ❏ A posting by the student in a discussion forum regarding academic matters
- ❏ An email or phone communication from the student or guardian for the child if the child is too young to communicate independently showing the student initiated contact with the teacher or school personnel regarding academic or other school related matters.

***Logging into a class is not sufficient by itself to demonstrate academic participation by the student.**

As our teachers continue to design distance learning throughout online platforms, consider how they can build in opportunities for participation and engagement to be demonstrated on a weekly basis.

3. Attendance should be a summative process, tracking at least twice per week on the google sheet. If the teacher has not heard from the student or parent before the Wednesday or Friday snap shot, the teacher will make the effort of reaching out to parent at a minimum of 3 points of contact (i.e. Parent Square, email and phone call). If the parent or student only has access to phone call communication the teacher will contact the parent using that mode of communication.

4. Attendance must be confirmed and consolidated by the lead on Wednesdays and Friday by 4pm. Having two days will allow the opportunity for teachers/ instructors to update student engagement with more days of data collected.

5. When staff have not heard from a student at the latest Friday of the current week, the lead will designate who will be contacting the student and guardian after the staff member has made attempts of reaching out to guardian and parent throughout the week.

6. The attendance lead will update the site administration team if they are not able to reach the student or their guardian to confirm attendance.

7. The Principal or designee will then escalate the intensity of reaching out to guardian efforts including and are not limited to mailing home a letter, home visit (must abide by CDC guidance for social distancing), looping in DCFS or law enforcement for a welfare check.

It is an advantage to the students and teacher to fully participate and attend. If students or parents have any questions they can ask teachers or school administrators. Magnolia Public Schools is here to help guide the success of all stakeholders.

If you have any questions please reach out to David Yilmaz or Brenda Lopez, also this is an iterative process so constructive and solution oriented feedback aligned with this attendance system is appreciated.

References:
CDE: Closing a School Best Practice Guide

CDE: Distance Learning> Designing A High Quality Online Course

LACOE Student Support Services (Covid-19) Live Binder >Child Welfare & Attendance > School Attendance

https://www.onlineschools.com/ask/attendance

https://resourcecenter.odee.osu.edu/course-design-and-pedagogy/attendance-online-courses

MPS Response to Graduation Plans due to Covid-19

Updated April 7, 2020

A- MPS Diploma types and HS Graduation

Per **MPS Student/Parent Handbook**, MPS course offerings enable all of our students to graduate with a minimum requirement to earn a CA State High School Diploma.

MPS Advanced and Honors Diploma Requirements

40 hours of Service Learning/Volunteer hour requirement is waived for the class of 2020 because of the extenuating circumstances and social distancing requirements due to the COVID-19 pandemic. Other requirements to earn an Advanced or Honors Diploma remain the same. College counselors are in close contact with students and families to keep track of 4-year and graduation plans.

B- Grading practices for the Spring 2020 term

Visit MPS DL Grading Practices for DL grading guide and details. All credit-bearing classes will be assigned a letter grade considering the interruptions and extenuating circumstances in our students and families lives. Per CDE, agency guidelines and **MPS Student/Parent Handbook** and Distance Learning Plans, teachers are adjusting their current grading practices to fit the Distance Learning delivery methods. Parents and students are encouraged to contact teachers and administrators if they see a decline in grades in any class.

C- UC Acceptance for Class of 2020 - Updated 4/1/20

- UC has temporarily suspended the letter grade requirement for A-G courses completed in spring 2020 for both prospective and admitted students. For transfer students, the university has relaxed the cap on Pass/No Pass courses eligible for transfer to enter UC as a junior.
- UC will suspend the standardized test requirement (SAT and ACT) for students applying for fall 2021 freshman admission. This modification is not intended as an admissions policy shift but is rather a temporary accommodation driven by the current extraordinary circumstances.
- The deadline for students to accept their admissions offers remains May 1 for freshmen and June 1 for transfer students. However, the university has asked campuses to provide maximum flexibility for students who request extensions. Students should contact campus admissions offices directly with these requests.
- UC will also provide flexibility to students and schools who are unable to submit transcripts by July 1. No student's admission offer will be rescinded for missing the deadline.

- Despite changes to the format and content of AP exams this term, the university will continue to award credit for exams with scores of 3, 4 or 5.

A-G

Additionally, please note that A-G lists will be unaffected if schools wish to temporarily change their classroom environment format (i.e. online instruction) and will not require any new submissions in this case, as we understand the existing circumstances facing schools today.

If your school is transitioning to online instruction as a temporary measure due to public health precautions related to COVID-19, please know that this situation DOES NOT require you to re-submit your A-G course descriptions.

No action is needed, and in no way does this affect the status of your A-G approved courses.
If you have questions or concerns about transcripts or course/grade validation, please reach out to Admissions at askuc@ucop.edu.
We will also still be sending our monthly newsletter on our bulletin page (linked below) with some helpful information regarding typical A-G information.
https://hs-articulation.ucop.edu/guide/news-resources/announcements/

Links:

- Visit **UCApply response on admissions to covid19** for more information.
- UC temporarily adjusts admissions requirements to help students, families in wake of COVID-19: Link
- UC/CSU admission update summary

D- CSU Acceptance for Class of 2020 - Updated 4/14/20

Fall 2020 First-Time First-Year Students

1. The CSU will accept grades of "Credit" or "Pass" to satisfy "a-g" requirements completed during winter, spring or summer 2020 terms. All prior coursework must be graded and a grade of C- or better must be earned for the course to satisfy “a-g” requirements. Grades of credit/pass or no credit/non-passing will not be included in the calculation of high school GPA.
2. CSU campuses will assess and initially place students in first-year English/Math based on multiple measures: high school and college courses completed, GPAs and test scores (SBAC, ACT, SAT) that students have submitted thus far.
3. The CSU will not facilitate a systemwide Early Start Program in summer 2020; individual CSU campuses may offer summer transitional programs (e.g. Summer Bridge) in virtual formats.
4. The CSU requests that high schools that can provide transcripts by July 15, 2020, do so; however, campuses will continue to accept transcripts through the fall 2020 term. CSU campuses will not rescind conditional offers of admission based on the non-receipt of

transcripts. If a student is not able to provide an official transcript, due to extended school closure, CSU campuses may use unofficial or self-reported data for senior year grades and graduation status.

5. New first-year students will remain in a conditionally admitted status until the CSU campus receives a final transcript document and review of the transcript for a-g requirements is completed.
6. If a student has not met all a-g requirements after review of their final transcript document, at that time, CSU campuses may use admission exceptions on a case-by-case basis if students are no longer CSU-eligible, based on the inability to complete all "a-g" courses in which they were enrolled in spring 2020.[ii] Consideration can include how well the student is doing academically in fall 2020. Students should in no way assume that enrollment in Fall 2020 CSU courses means that an exception will be automatically granted.
7. The College Board has announced changes to the AP exam content and format for spring 2020. The CSU will honor all existing transferable credit articulation for spring 2020 AP exams on which scores of 3, 4, or 5 are earned.
8. CSU campuses are individually considering their extension of intent to enroll and/or housing deposit deadlines. Intent to enroll deadlines will consider the campus' capacity to provide timely information regarding financial aid awards to students and families. More information will be forthcoming.

Fall 2021 Prospective First-Time First-Year Students (Current High School Juniors)

1. The CSU will consider course grades of "credit" or "pass" as fulfilling "a-g" requirements for those courses completed during winter, spring or summer 2020 terms. All other coursework must be graded and a grade of C- or better must be earned for the course to satisfy "a-g" requirements. Grades of credit/pass or no credit/no pass will not be included in the calculation of high school GPA.
2. The CSU strongly recommends that ALL students enroll in a yearlong senior-year English course and a mathematics/quantitative reasoning course as student-specific Early Assessment Program (EAP) guidance will largely not be available at the time of senior year course registration. These courses could include Expository Reading and Writing (ERWC), Math Reasoning with Connections (MRWC), weighted honors, International Baccalaureate (IB), and Advanced Placement (AP) and other advanced courses.
3. Given the indefinite suspension of ACT/SAT examinations and the fact the state's Smarter Balanced test will not be administered this year to current high school juniors, the CSU is evaluating its admission process for entering first year students in 2021. The CSU is in consultation with its internal constituents, including its statewide academic senate and governing board, to determine the appropriate path forward for eligibility criteria for fall 2021 applicants. A final decision on how CSU will adapt its admissions process for the fall 2021 term will be made soon. At that time, the CSU will immediately communicate its decision publicly.
4. The College Board recently has announced changes to the AP exam content and format for spring 2020. The CSU will honor all existing transferable credit articulation for spring 2020 AP exams on which scores of 3, 4, 5 are earned.

E- SAT/ACT requirement for Class of 2021

UC is suspending the standardized test requirement for students applying for fall 2021 freshman admission. CSU's decision on this is pending (4/14/20.)

F- AP Exams

The College Board recently announced changes to Advanced Placement (AP) exam content and formats for spring 2020. UC recognizes the effort that students have already applied in these challenging courses and will award UC credit for 2020 AP exams completed with scores of 3, 4 or 5, consistent with previous years. Per the College Board, AP Exams will be administered online.

- Updates for AP Students
- Updates for AP Educators

G- Commencement Ceremonies and Senior Activities

Are on hold and will be held definitely when social distancing requirements are lifted. Parents will be informed by each school and Senior Class coordinators on their plans for cancellation of events and reimbursement requests.

H- Diplomas

The expectation is to distribute the diplomas on the late graduation dates when the social distancing bans are lifted . If late commencement ceremonies are cancelled, diplomas will be mailed homes.

Teacher Guide to Providing Instruction in a Distance Learning Environment

CONTENT DELIVERY

- 10-15-minute pre-recorded lesson demonstrating the topic
- Live sessions with students via Hangouts (or Zoom)
  - Only recommended if comfortable with technology and managing your class
- Discussion Questions with feedback to students
  - Can be done in Google Classroom or through the use of other tools such as Socrative
- Videos from other sources, such as Khan Academy, BrainPop, McGraw Hill, StudySync, etc.,
- Articles, infographics, books, etc.
  - Provide an audio recording of the reading when possible
- Audiobooks/ Novel based instruction

A NOTE ABOUT GRADING

MPS DL Grading Guide

- It is not punitive. CDE Guidance states "do no harm"
- Should provide meaningful feedback for students to learn and grow.
- Should provide multiple opportunities for students to show their success in learning.

OTHER CONSIDERATIONS

- Ongoing communication with students and families is key.
  - Be mindful of times you are sending communications, try and limit the times to reflect school hours.
  - You can schedule when communications go out in your Google Classroom and Gmail.
  - Consider the number of daily communications, too many can be overwhelming to families.
- Office hours are a chance to connect with students and provide any additional support they need.
- Remember our students and their families are struggling with this too. Be realistic in your expectations for students.
- Incorporate social-emotional learning into your lessons. It is vital right now.
- Start with your head and your heart
  - Get perspective: there will be times that it seems like it is all too much, take a step back and remember what is really important.
  - Get with other people: you don't have to go this alone. Reach out to your school team or the MPS Home Office team.
- Other ideas and tools for distance learning.

ASSIGNMENTS AND ASSESSMENT

Include both formative and summative assessments in your instruction.

Chunk assignments into manageable pieces. Distance learning is not the same as in person learning. Assignments should be 20-30 minutes in length, including the instruction you provide.

Universal Design is a perfect approach for designing distance learning lessons.

Ideas include:

- Project-Based Learning
- Authentic Assessments, such as student created:
  - Lecture video
  - Presentation
  - Book/magazine
  - Comic Strip
  - Audio recording or Podcast
  - Posters, trifold, models, dioramas
  - Digital photographs with a written narrative
  - Illustrations, flowcharts, collages, infographics
  - Journaling or discussion question threads
  - Dialogue, monologue or performance video
  - Performance Tasks

Cover Sheet

Acceptance of Participation in Paycheck Protection Program due to COVID-19

Section:	III. Action Items
Item:	E. Acceptance of Participation in Paycheck Protection Program due to COVID-19
Purpose:	Vote
Submitted by:	
Related Material:	III E PPP Loan.pdf

Board Agenda Item #	III E - Action Item
Date:	April 23, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Lead:	Nanie Montijo, Chief Finance Officer and Karl Yoder, DMS
RE:	Approval of PPP Loan

Recommendation:

Staff recommends approval of Paycheck Protection Program (PPP) Loan from Citibank in the amount of $5,461,600.

Background:

The federal Coronavirus Aid, Relief, and Economic Security Act (CARES Act) created a new product called the Paycheck Protection Program ("**PPP**"), which provides $349 billion in forgivable loans to small businesses and nonprofit corporations. The PPP funding is structured as a Small Business Administration ("**SBA**") loan from a local bank, fully guaranteed by the SBA, with a two-year term and a 1.0% annual interest rate, to be used towards ensuring continuing employment for employees of small businesses and nonprofit corporations.

Fiscal Impact:

PPP Loan proceeds will be used to pay gross payroll, healthcare benefits, retirement benefits, lease/mortgages for facilities, and utility costs over the 8-week period following loan origination.

Name of Originator:

Nanie Montijo, Chief Financial Officer and Karl Yoder, DMS

Attachments

Board Resolutions Approving PPP Loan

RESOLUTIONS OF THE BOARD OF DIRECTORS OF MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION DBAMAGNOLIA PUBLIC SCHOOLS

RESOLUTION #20200423-01

APPROVAL OF PARTICIPATION IN THE PAYCHECK PROTECTION PROGRAM FEDERAL STIMULUS PROGRAM

ADOPTED APRIL 23, 2020

WHEREAS: Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**Magnolia**") is a California nonprofit public benefit corporation organized and an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986 (the "**Code**") that operates ten (10) public charter schools in Southern California.

WHEREAS: the federal Coronavirus Aid, Relief, and Economic Security Act (CARES Act) created a new product called the Paycheck Protection Program ("**PPP**"), which provides $349 billion in forgivable loans to small businesses and nonprofit corporations.

WHEREAS: the PPP funding is structured as a Small Business Administration ("**SBA**") loan from a local bank, fully guaranteed by the SBA, with a two-year term and a 1.0% annual interest rate, to be used towards ensuring continuing employment for employees of small businesses and nonprofit corporations.

WHEREAS: due to the unknown economic impact of the COVID-19 crisis on statewide K-12 funding, cash flow deferrals, negative impacts to enrollment, ongoing economic recessionary trends and other factors, current economic uncertainty creates a need for additional funding to ensure and support the ongoing operations of the Magnolia in operating its schools over the next twenty-four (24) months.

WHEREAS: Magnolia proposes to borrow an aggregate amount of approximately FIVE MILLION FOUR HUNDRED THOUSAND SIX HUNDRED DOLLARS ($5,461,600) from Citi Commercial Bank under the PPP Loan.

WHEREAS: if Magnolia, as "Borrower", meets the following requirements, the amount of the PPP Loan is fully forgiven and becomes grant revenue to Magnolia:

1. Magnolia uses PPP Loan proceeds to pay gross payroll, healthcare benefits, retirement benefits, lease/mortgages for facilities, and utility costs over the 8-week period following loan origination.

2. Magnolia maintains full-time equivalent staffing levels at pre-COVID 19 staffing levels (either 2/15/19-6/30/19 or 1/1/20-2/29-20), with a proportionate reduction in

loan forgiveness for reduction in staffing levels over the 8 weeks following PPP Loan origination versus pre-COVID 19 staffing levels.

WHEREAS: Magnolia proposes to (a) use the proceeds of the PPP Loan on gross payroll, healthcare benefits, retirement benefits, lease/mortgages on facilities, and utility costs over the 8-week period following receipt of Loan proceeds, and (b) proposes to maintain pre-COVID 19 staffing levels or increase current staffing to pre-COVID 19 levels, in order to qualify for up to one hundred percent (100%) forgiveness of the outstanding PPP Loan balance following such 8-week period.

NOW, THEREFORE, BE IT RESOLVED: that the Board of Directors of Magnolia has determined that it is in the best interests of Magnolia to obtain the PPP Loan upon such terms and conditions as the officers of Magnolia deem appropriate.

RESOLVED, FURTHER: that the Board of Directors of Magnolia hereby approves the PPP Loan from Citi Commercial Bank to Magnolia and directs and authorizes staff to take all necessary steps to ensure full compliance with all provisions and requirements under the PPP Loan.

RESOLVED, FURTHER: that the Chief Executive Officer & Executive Director of Magnolia and other appropriate officers of Magnolia, are each hereby authorized and directed, for and in the name of and on behalf of the Magnolia, to execute, deliver, approve, and, as appropriate, declare final the PPP Loan documents, and all such documents, agreements, or instruments or amendments related thereto.

RESOLVED, FURTHER: that the appropriate officers of Magnolia are hereby authorized and directed to take such additional actions, to execute and deliver such additional instruments, and to make such further determinations as may be necessary or appropriate to carry into effect the foregoing resolutions.

RESOLVED, FURTHER: that Magnolia ratifies and confirms the acts of its officers, agents or employees taken on behalf of Magnolia in connection with the PPP Loan transaction. that all actions heretofore taken by the CEO & Superintendent, CFO, or any other officer of Magnolia, in connection with or otherwise in contemplation of the PPP Loan be, and they hereby are, ratified, confirmed and approved as the acts and deeds of Magnolia.

RESOLVED, FURTHER: the Secretary or Assistant Secretary of Magnolia, acting singly or together, be and hereby is and are authorized and directed to execute, acknowledge and deliver a certified copy of these resolutions to any person or agency which may require copies of these resolutions and that the certification of the Secretary or Assistant Secretary as to the signatures of the officers, agents or employees will be binding on Magnolia.

* * *

MAGNOLIA
PUBLIC SCHOOLS

CERTIFICATE OF SECRETARY

I, Barbara Torres, do hereby that I am the duly appointed and acting Secretary of Magnolia Educational & Research Foundation dba Magnolia Public Schools ("Magnolia"), a California nonprofit public benefit corporation and an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, and that do hereby certify that attached hereto is a full, true and correct copy of certain resolutions of the Board of Directors, duly and regularly passed on April 23, 2020, by the majority vote of the Board of Directors then in office at a meeting duly held on such date in compliance with the bylaws of Magnolia and California law.

I further certify that said resolutions are still in force and effect and have not been amended or revoked.

IN WITNESS WHEREOF, I have hereunto set my hand as Secretary of the Magnolia this ____ day of _____ 2020.

_____

Barbara Torres, Secretary

Cover Sheet

Approval of Board Member Appointment Recommendation from Nominating Committee

Section:	III. Action Items
Item:	F. Approval of Board Member Appointment Recommendation from Nominating Committee
Purpose:	Vote
Submitted by:	
Related Material:	III F Candidate.pdf

Board Agenda Item #	III F Action Item
Date:	Month, Date, Year
To:	Magnolia Board of Directors
From:	Umit Yapanel, Nominating Committee Vice-Chair
Staff Lead:	NA
RE:	Board Membership

Proposed Board Motion

I move that the board accept the recommendation of the MPS Nominating/Governance Committee to appoint Mr. Mekan Muhammedov for a 5 year term from April 24, 2020 to April 23, 2025.

Introduction

- If appointed, Mr. Mekan Muhammedov would be the MPS Board Member representing the MSA- Santa Ana and the Orange County community.

Background

- Refer to resume and application attached.

Exhibits (attachments):

- Resume, application and committee recommendation

Magnolia Public Schools Board Recruitment Application

DATE: 04/10/2010
This "board recruitment application" is intended to identify individuals interested in serving on the board of Magnolia Public Schools. Appointments to the board are made by the Magnolia Public Schools - Nominating Committee.

1. **Name: Mekan Muhammedov**

2. **Statement of Intent**

Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards.
I worked at various positions, especially in financial field at Magnolia Public Schools for over 10 years and had opportunity to be aquatinted with budget and policy development, financial reporting, as well as working with charter offices of School Districts, Counties and State. I am very much familiar with the dynamics of what made Magnolia Public Schools a quality public charter school. I will do my best to use these attributes for the best interest of Magnolia Public Schools if I am chosen to serve at MPS Board.

How will you contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices?
I had the privilege of reporting to and working with Board of Magnolia Public Schools and very well aware of expectations and standards of the board. Specifically, my previous exposure to financial reports submitted to board, along with policies and procedures development experience with contribute to boards ability to monitor.

3. **Attach two references with contact information**

Magnolia Public Schools

Board Candidate Evaluation Form

Candidate Name: Mekan Muhammedov Date: 04/16/2020

Evaluator Name: Rabbi Haim Beliak / Dr. Umit Yapanel

1. Relevant Expertise:

Does the candidate have expertise relevant to a board position? Will his or her expertise fill a need unmet by current board members? Has the candidate had enough experience within his/her field such that s/he can make meaningful contributions? Is the candidate willing to share his or her expertise as a board member?

Please check only the TWO most relevant areas of expertise:

- ❑ Strategic Planning
- ❑ **Facilities/Real Estate**
- ❑ Senior Management/Leadership
- ❑ Education
- ❑ **Accounting / Finance / Fundraising**
- ❑ Politics / Connections
- ❑ Legal
- ❑ Marketing/PR
- ❑ Community Representation / Organizing
- ❑ Governance
- ❑ **Organizational Memory**

Definitely Reject(1) | Probably Reject(2) | Unsure(3) | Probably Invite(4) | **Definitely Invite(5)**

2. Teamwork:

Will the candidate make a good team member? Is the candidate open to hearing others' opinions and perspectives? Sensitive to group dynamics? Willing to put organizational needs before his or her interests and needs in making decisions?

Definitely Reject(1) | Probably Reject(2) | Unsure(3) | Probably Invite(4) | **Definitely Invite(5)**

3. Commitment:

Is the candidate willing to devote her/his full energy and talent to the board? Is the candidate's understanding of his or her responsibilities as a board member aligned with our expectations? Does he or she have the time necessary to be an active board member? Even in the face of organizational challenges and difficulties, will the candidate remain committed to the organization?

Definitely Reject(1) | Probably Reject(2) | Unsure(3) | Probably Invite(4) | **Definitely Invite(5)**

4. Philosophical Alignment:

Does the candidate believe in the mission and purpose of both our organization and the charter school movement? Will the candidate make decisions based on alignment with the organizational mission, rather than based on personal needs and considerations?

Definitely Reject(1) | Probably Reject(2) | Unsure(3) | Probably Invite(4) | **Definitely Invite(5)**

TOTAL SCORE (out of 20): 20

Overall Impressions: Nominating committee members had a 1.5 hour interview with the candidate in filling out this form. We were impressed by the candidate's knowledge in finance, real estate and knowing the history of Magnolia very well, thereby bringing much needed institutional memory and understanding to the board if appointed. Being close physical proximity to MSA Santa Ana campus, he indicated that he is willing and able to put in the time to be an active board member in supporting this school to help it get through the current challenges it is facing.

February 27, 2020

Re: Application for Magnolia Public Schools Board position

Dear Magnolia Public Schools Board Members:

First and foremost I would like to thank Mr. Geldiyev for proposing myself to a potential board member position at Magnolia Public Schools Board. I also would like to extend my gratitude for all of your time and consideration to review my potential board position at Magnolia Public Schools Board.

Throughout my early career I had proudly been part of charter movement and fully support the idea of enabling high quality education to the most disadvantaged students in various regions of California. It would be my honor to be able to invest and share the experience that I had gathered over the years and to be able to make it as a Magnolia Public Schools Board member is a privilege in and itself.

I first joined charter movement and particularly Magnolia family in 2004 as volunteer at MSA-1 while going to college. Eventually, I got part-time job as business manager and from there I went to serve as Director of Finance and eventually held the position of Chief Financial Officer. Throughout my 10+ year career at Magnolia, positions I served allowed me to be exposed to almost every single aspect charter education and finances. Submission process and documentation process of charter petitions, application and reporting of startup grants, development of policies and procedures, introduction of various accounting practices, budget development, working with local, county and state charter offices are few experiences to name.

Throughout my career at Magnolia, I had great pleasure working with one of the most dedicated teachers and administrators who are passionate about high quality education, focused on reaching those students especially that are the most disadvantaged when it comes to education. Possibility of being able contribute to such movement at a different capacity is, a privilege to the fullest extent.

I am very excited about possibility of being part of Magnolia Public Schools' Board member and humbled to bring my non-profit experience in finance and management to Magnolia. It would be my pleasure to further discuss my credentials in much more detail and provide you with more information in regards to my experience, while you assess my qualifications.

Thank you and look forward to hearing from you!

Regards,

Mekan Muhammedov, M.A.

MM

Mekan Muhammedov

Professional Summary

Proactive and motivated executive with high-energy approach to building and optimizing business operations. Solid understanding of facets such as financial, business and personnel management. Results-driven and industrious with conscientious attention to critical details and big-picture needs.

Work History

Self-Employed - Real Estate Investor, Entrepreneur
Irvine, CA
09/2017 - Current

- Evaluate capital needs of clients and assessed market conditions to structure financial packages
- Prepare documents and presentations, including investment memorandums, proposals, financial and operational materials to deliver to potential investors
- Raise money to complete business commercial development projects
- Administer property-related budgets, reviewed invoices and tracked costs
- Improve financial status by analyzing results, monitoring variances and recommending actions to stakeholders of private companies
- Reviewed contracts financially impacting companies and advise executive leaders on impact contracts would have on company operations
- Continue to successfully market a network of 500+ business distributors in 16 countries

GG Construction - Executive Director
Dubai, UAE
01/2015 - 04/2017

- Enhanced company development initiatives by solving complex issues and suggesting corrective action
- Delegated assignments based on site plans, project needs and knowledge of individual team members
- Coordinated required inspections with local jurisdictions to identify and quickly resolve any code concerns
- Coordinated international team to deliver

Skills

- Financial Management and Budgeting
- Policy and Project Development
- Revenue Generation and Expense Streamlining
- Team Building
- International Marketing
- Stakeholder relations
- Contract Negotiation
- Articulate public speaker

Education

06/2010
California State University-Northridge
Northridge
Bachelor of Arts: Political Science

06/2013
California State University-Northridge
Northridge
Master of Arts: Political Science And Government

- Drove project objectives on day-to-day operational level by working closely with clients, decision-makers and vendors
- Completed various construction projects in Turkmenistan and UAE concurrently on a timely manner

Magnolia Public Schools - Chief Financial Officer
Westminster, CA
08/2011 - 08/2014

- Directed all financial activities, including budget development, creation of budgetary controls and record-keeping systems and purchasing procedures
- Oversaw all financial operations organization-wide, including budgets, payroll and accounts payable and receivable
- Organized the creation, planning and implementing policies and procedures to increase internal controls
- Coordinated closely with finance team to prepare accounts and documentation as well as conduct internal audits according to all regulatory requirements and report to local, country and state agencies
- Reported to executive team and board of directors on a regular basis in regards financial state of the organization
- Lead the team of accountants and financial personnel that managed 10+ school location throughout the state and coordinated on policies, revenues and expenditures with school leaders on a regular basis

Magnolia Public Schools - Director of Finance
Westminster , CA
08/2010 - 08/2011

- Managed day-to-day operations within 7-person finance department of Magnolia Public Schools with 300+ employees
- Monitored budget, revenue and expense , regularly reporting to CEO and Board of Directors in regards to financial standing
- Analyzed financial statements against financial turbulences the State was going through and arranged various financial operations in order to keep cash flow in tact
- Streamlined purchasing operations for every location through central office

Magnolia Science Academy-1 - Business Manager
Reseda, CA
01/2005 - 08/2010

- Completed daily day to day functions like accounting, payroll and wage allocations, budgeting, allocating donations and all types of cash and banking reconciliations
- Prepared school budget and submitted to principal and school board with recommendations for hiring, capital expenditures
- Submitted weekly, monthly, quarterly and annual reports to local authorizing authority and state education office

April 20th, 2020

MEMO to MPS Board

As the nominating committee, we have held a meeting on April 20th to consider a candidate for board appointment. At the meeting, the nominating committee has one candidate for appointing to the board. After Mr. Shohrat Geldiyev's term expired, we had an immediate opening in the board to be filled representing our Orange County school, MSA-Santa Ana.

Nominating committee recommends that MPS consider Mr. Mekan Muhammedov for the immediate open seat. His resume, application and evaluation is attached to the package.

Thank you!

Nominating Committee: Dr. Umit Yapanel, Rabbi Haim Beliak and Mrs. Diane Gonzales

Cover Sheet

2019-20 MPS Stakeholder Survey Results & Reflections and Public Feedback to Inform LCAP

Section: IV. Information/Discussion Items
Item: A. 2019-20 MPS Stakeholder Survey Results & Reflections and Public Feedback to Inform LCAP
Purpose: Discuss
Submitted by:
Related Material: IV A 2019-20 MPS Stakeholder Survey Results & Reflections - Copy.pdf

Board Agenda Item #	IV A- Discussion Item
Date:	April 23, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	2019-20 MPS Stakeholder Survey Results & Reflections and Public Feedback to Inform LCAP

Proposed Board Recommendation

N/A

Background

MPS annually conducts student, parent, and staff surveys to improve our stakeholders' school experience. Conducting such stakeholder surveys is an essential part of MPS' LCAP development process. As explained in detail in the reports, MPS uses the CORE Districts survey instrument with questions on four topics:

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

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

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

Please see the attached reports on MPS' 2019-20 stakeholder survey results. The reports include participation rates of students, families, and staff in the MPS annual school experience surveys, average approval rates for each topic and question on the surveys and school employee evaluation scores based on the surveys.

Responses to the open-ended questions are not included in this report due to confidentiality. However, school leadership teams and the Home Office teams (academics, accountability, HR) read all free responses, summarize

major findings and recommendations by the stakeholders, and consider all the feedback to create action steps for school improvement. The Home Office teams review the findings with each school leadership team. School leadership teams are then held accountable for sharing the survey results and findings with their stakeholders at their site (teachers, parents, etc.) and developing an action plan for improvement.

Each school leadership team is also asked to write a reflection on the survey results and findings that identifies their greatest progress, greatest needs, and ways to improve so that we can maintain and improve educational quality of our schools on an ongoing basis. The teams are typically expected to complete their reflections in March, present it to the stakeholders committee around March/April, and eventually share it with the board in April. The feedback collection, reflection, and planning of next steps are all an integral part of our LCAP development process. Please find attached each school's stakeholder survey reflections page that will inform the LCAP.

Budget Implications

N/A

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

N/A

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Exhibits (Attachments):

- Report on 2019-20 MPS Stakeholder Survey Results
- Panorama 2019-20 MPS Average Approval Rates by Question *(Student, Family, Staff)*
- Panorama 2019-20 MPS Detailed Survey Reports *(Student, Family, Staff)*
- MPS 2019-20 Stakeholder Survey Reflections *(one from each school)*

MAGNOLIA PUBLIC SCHOOLS

Report on Magnolia Public Schools' (MPS) 2019-20 Stakeholder Survey Results

April 2020

Prepared by the
MPS Home Office
Accountability Department

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

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Preface

Research into school effectiveness indicates that student, parent, and staff voices play a powerful role in helping schools and districts learn how to improve stakeholders' school experience. Surveys have been the primary means of collecting student, parent, and staff voices about our stakeholders' school experience.

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

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

MPS uses an online platform to provide students, parents, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses. MPS believes that students, parents, and staff have an essential role to play in informing school climate and effectiveness: this feedback instrument provides our employees with valuable data about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement.

Which Survey Tool Does MPS Use? What Do the Questions Look like?

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

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

Our typical timeline for stakeholder survey implementation is January through mid-February, with the intent to receive results by the end of February so that we can analyze the results in March to inform our LCAP and budget development. The survey questions use Likert-type scale to measure school experience in four topics for students, parents and staff (Topics 1-4). Each topic has multiple questions that allow us to further analyze why a certain topic is rated relatively high or low. Following are the topics:

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

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

Overall School Experience:

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

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

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

Following are sample survey questions that MPS uses to hear student, parent, and staff voices.

Student Survey Sample Questions:

Besides many other aspects of their experience with the school, students are also asked their opinions about the support they get from the adults (teachers, school administration, the main office, and support staff), as well as their overall school satisfaction. Following are sample questions MPS asks students about the support they get.

How strongly do you agree or disagree with the following items?

- Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.
- This school promotes academic success for all students.
- This school is a supportive and inviting place for students to learn.
- I feel close to people at this school.
- I am happy to be at this school.
- I feel like I am part of this school.
- I feel safe in my school.
- Adults at this school treat all students with respect.

Overall School Experience:

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

Parent Survey Sample Questions:

Besides many other aspects of their experience with the school, parents are also asked their opinions about the support they get from the adults (teachers, school administration, the main office, and support staff), as well as their overall school satisfaction. Following are sample questions MPS asks parents about their experience.

How strongly do you agree or disagree with the following statements about your experience with this school this year?

- This school provides high quality instruction to my child.
- This school has high expectations for all students.
- I feel welcome to participate at this school.
- School staff treats me with respect.
- School staff takes my concerns seriously.
- School staff welcomes my suggestions.
- School staff responds to my needs in a timely manner.
- School staff is helpful.
- My child's background (race, ethnicity, religion, economic status) is valued at this school.

Overall School Experience:

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

Staff Survey Sample Questions:

Besides many other aspects of their experience with the school, staff are also asked their opinions about the support they get from other adults (teachers, school administration, the main office, and support staff), as well as their overall school satisfaction. Following are sample questions MPS asks staff about their experience.

Please rate how strongly you agree or disagree with following statements about this school.

- This school is a supportive and inviting place for students to learn.
- This school promotes academic success for all students.
- This school emphasizes helping students academically when they need it.
- …

Please respond to the following questions about the adults in this school.

- How many adults at this school have close professional relationships with one another?
- How many adults at this school support and treat each other with respect?
- How many adults at this school feel a responsibility to improve this school?

For the following questions, please indicate how much you agree or disagree with following statements about this school.

- This school is a supportive and inviting place for staff to work.
- This school promotes trust and collegiality among staff.
- This school promotes personnel participation in decision-making that affects school practices and policies.

Overall School Experience:

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

Is the Student Survey a Social Emotional Learning (SEL) Survey?

As described in the section above, the annual stakeholder survey includes questions about students' experience in four topics: Climate of Support for Academic Learning, Knowledge and Fairness of Discipline, Rules and Norms, Safety, and Sense of Belonging (School Connectedness). While students' social-emotional competencies may impact student response to the questions in those topics, the primary intent of the survey is to learn about students' experience with different aspects of the school and the support they get from adults (teachers, school administration, the main office, and support staff), as well as their overall school satisfaction. Separate than the annual stakeholder experience survey, our "students" also take the CORE DISTRICTS **Social Emotional Learning (SEL) survey** in the fall and spring. The SEL survey asks questions in additional four topics which include indicators for social-emotional competencies:

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

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

Note: This report is about the annual stakeholder experience survey results and our reflections on it. Schools write their reflections on the student SEL surveys at a separate time in fall and spring.

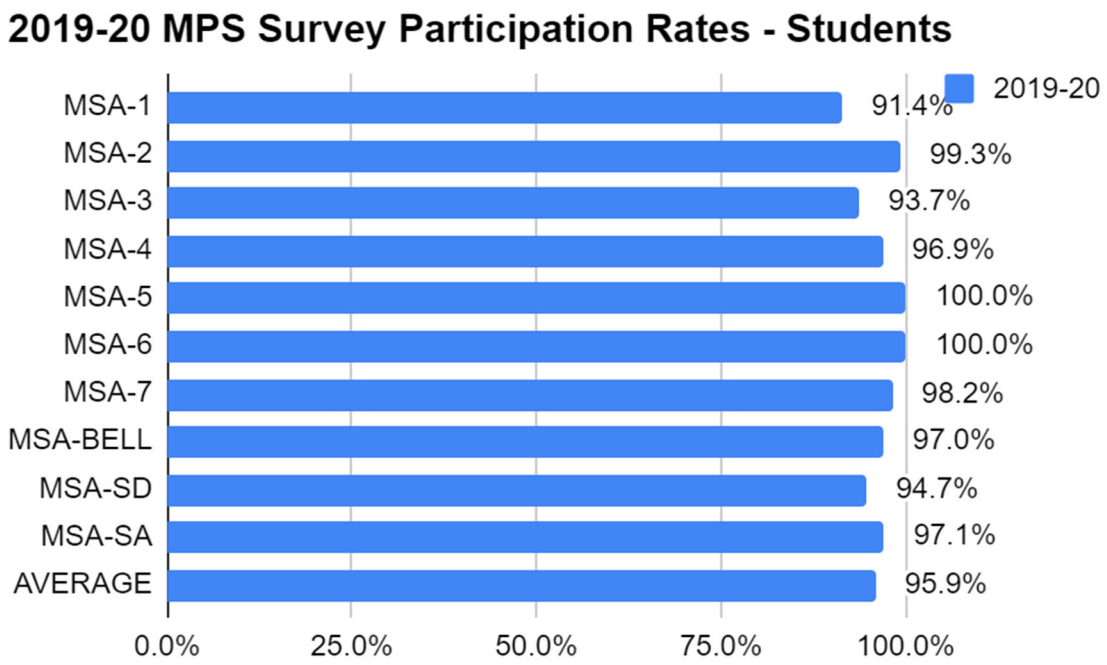
What Are the Participation Rates on the Surveys?

Current Year Survey Participation Rates

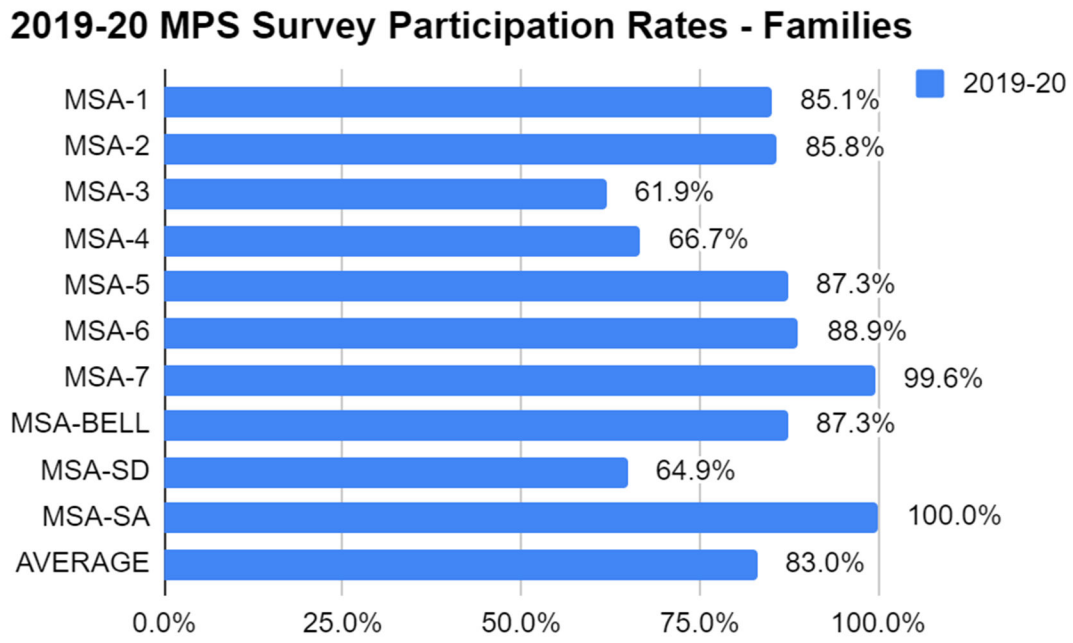
In 2019-20, MPS had an average stakeholder participation rate of **95.9%** for students, **83.0%** for families, and **98.1%** for staff. (Last year the participation rates were 96.1%, 80.3%, and 98.1% respectively.)

2019-20 Survey Participation Rates									
	Students			Families			Staff		
MSA-1	91.4%	593	649	85.1%	513	603	98.1%	53	54
MSA-2	99.3%	426	429	85.8%	319	372	100.0%	**40**	**40**
MSA-3	93.7%	461	492	61.9%	247	399	97.8%	44	45
MSA-4	96.9%	126	130	66.7%	72	108	100.0%	**17**	**17**
MSA-5	100.0%	272	272	87.3%	206	236	100.0%	**24**	**24**
MSA-6	100.0%	132	132	88.9%	112	126	100.0%	**13**	**13**
MSA-7	98.2%	109	111	99.6%	238	239	90.3%	28	31
MSA-BELL	97.0%	456	470	87.3%	384	440	100.0%	**43**	**43**
MSA-SD	94.7%	413	436	64.9%	262	404	96.9%	31	32
MSA-SA	97.1%	409	421	100.0%	456	456	98.5%	64	65
AVERAGE	**95.9%**	3,397	3,542	**83.0%**	2,809	3,383	**98.1%**	357	364

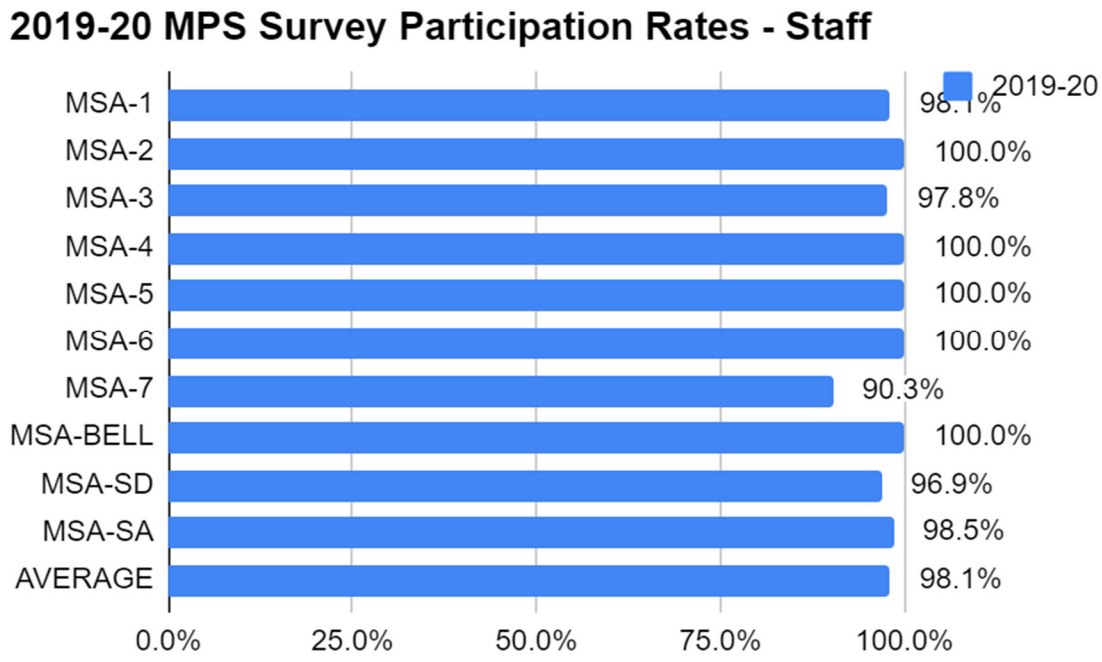
Students



Families



Staff



Changes in Survey Participation Rates From Prior Year

The following table shows a comparison of the current and prior year survey participation rates. Most schools experienced an increase in their survey participation rates. Each school sets an expected participation rate in their LCAP as a target. The table below also shows that the majority of our schools met their LCAP survey participation targets.

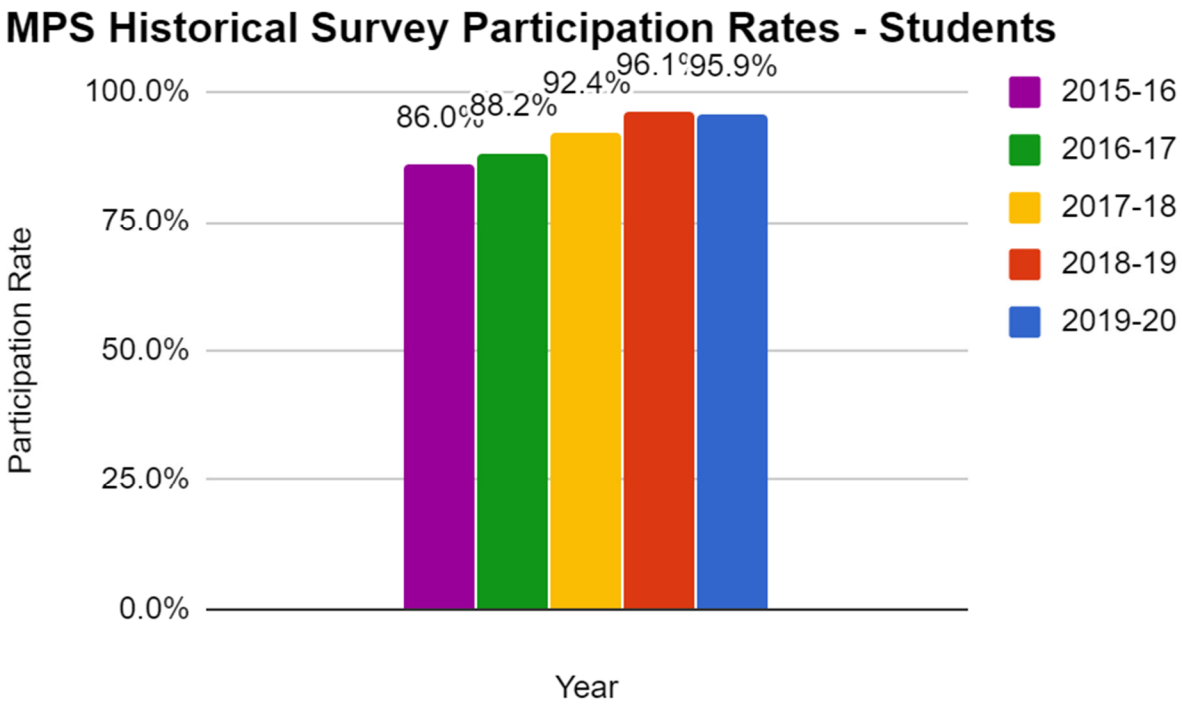
Survey Participation Rates: 2019-20 vs. 2018-19															
	Students					Families					Staff				
	2018-19	**2019-20**	Change	2019-20 LCAP Target	Met?	2018-19	**2019-20**	Change	2019-20 LCAP Target	Met?	2018-19	**2019-20**	Change	2019-20 LCAP Target	Met?
MSA-1	100.0%	**91.4%**	-8.6%	90.0%	Yes	72.3%	**85.1%**	12.8%	95.0%	No	100.0%	**98.1%**	-1.9%	85.0%	Yes
MSA-2	97.0%	**99.3%**	2.3%	85.0%	Yes	103.4%	**85.8%**	-17.7%	85.0%	Yes	100.0%	**100.0%**	0.0%	85.0%	Yes
MSA-3	96.8%	**93.7%**	-3.1%	85.0%	Yes	100.0%	**61.9%**	-38.1%	85.0%	No	100.0%	**97.8%**	-2.2%	85.0%	Yes
MSA-4	80.7%	**96.9%**	16.2%	81.0%	Yes	18.1%	**66.7%**	48.5%	20.0%	Yes	100.0%	**100.0%**	0.0%	100.0%	Yes
MSA-5	99.6%	**100.0%**	0.4%	98.0%	Yes	102.3%	**87.3%**	-15.0%	97.0%	No	100.0%	**100.0%**	0.0%	100.0%	Yes
MSA-6	100.0%	**100.0%**	0.0%	98.0%	Yes	86.8%	**88.9%**	2.1%	70.0%	Yes	100.0%	**100.0%**	0.0%	95.0%	Yes
MSA-7	99.1%	**98.2%**	-0.9%	98.0%	Yes	83.3%	**99.6%**	16.3%	90.0%	Yes	100.0%	**90.3%**	-9.7%	90.0%	Yes
MSA-BELL	100.0%	**97.0%**	-3.0%	90.0%	Yes	95.4%	**87.3%**	-8.1%	90.0%	No	100.0%	**100.0%**	0.0%	90.0%	Yes
MSA-SD	89.2%	**94.7%**	5.5%	85.0%	Yes	55.4%	**64.9%**	9.4%	55.0%	Yes	88.2%	**96.9%**	8.6%	85.0%	Yes
MSA-SA	93.6%	**97.1%**	3.5%	93.6%	Yes	62.1%	**100.0%**	37.9%	62.1%	Yes	96.3%	**98.5%**	2.2%	96.3%	Yes
AVERAGE	96.1%	**95.9%**	**-0.2%**			80.3%	**83.0%**	**2.8%**			98.1%	**98.1%**	**0.0%**		

Historical Survey Participation Rates

Considering the last five years, MPS has an upward trend in survey participation. The following tables and figures show the survey participation rates by students, families, and staff over the years.

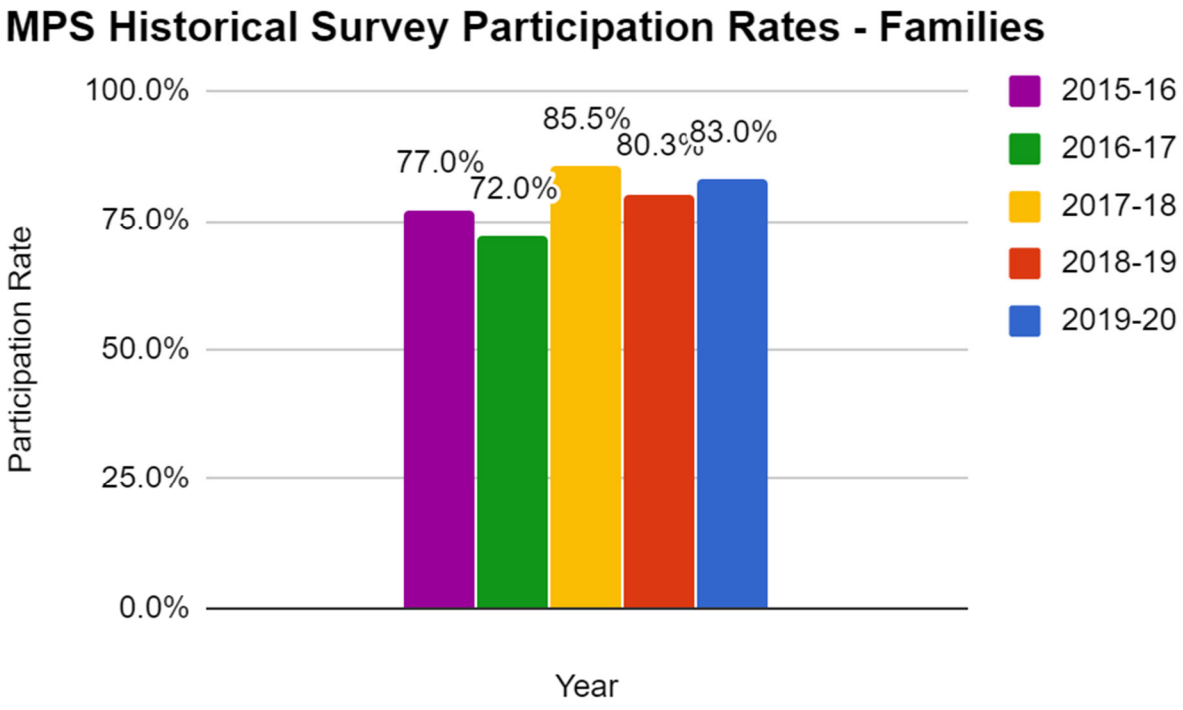
Students

MPS Historical Survey Participation Rates - Students					
	2015-16	2016-17	2017-18	2018-19	**2019-20**
MSA-1	66.0%	83.0%	93.2%	100.0%	**91.4%**
MSA-2	89.8%	83.6%	88.9%	97.0%	**99.3%**
MSA-3	91.0%	76.4%	86.3%	96.8%	**93.7%**
MSA-4	68.1%	88.1%	97.8%	80.7%	**96.9%**
MSA-5	77.1%	89.4%	96.7%	99.6%	**100.0%**
MSA-6	93.7%	97.7%	99.4%	100.0%	**100.0%**
MSA-7	96.7%	98.9%	98.7%	99.1%	**98.2%**
MSA-BELL	93.9%	94.4%	100.0%	100.0%	**97.0%**
MSA-SD	94.0%	93.6%	88.7%	89.2%	**94.7%**
MSA-SA	98.1%	90.3%	88.5%	93.6%	**97.1%**
AVERAGE	86.0%	88.2%	92.4%	96.1%	**95.9%**



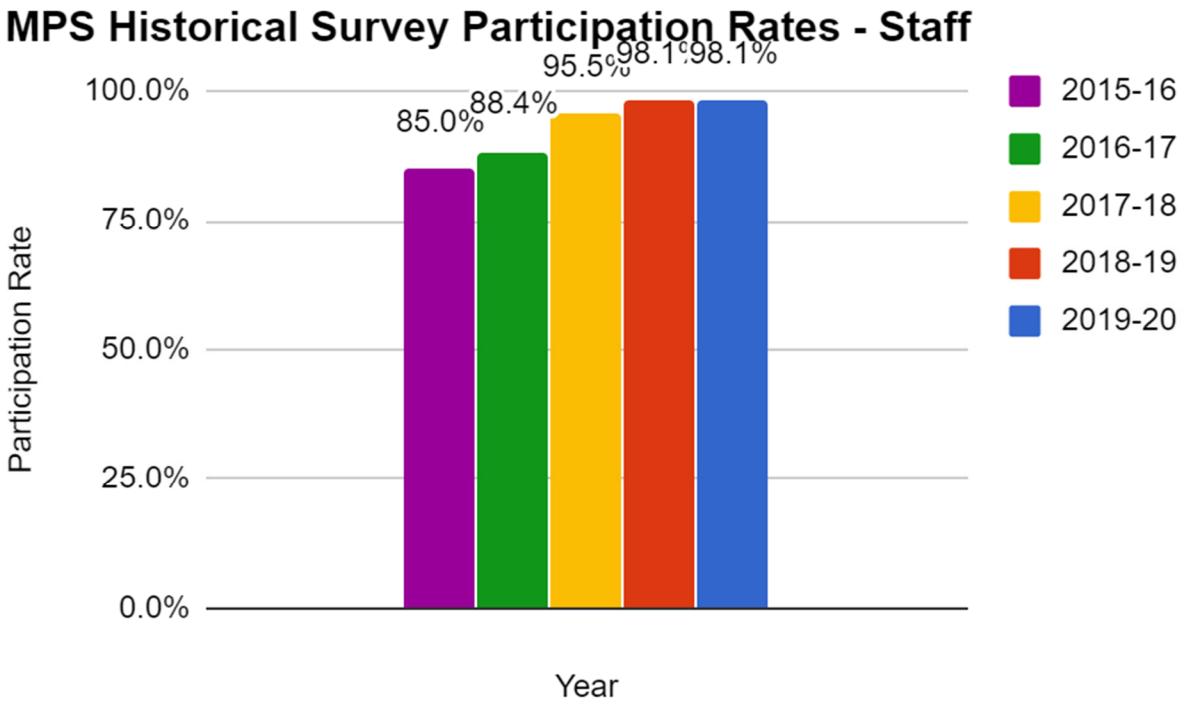
Families

MPS Historical Survey Participation Rates - Families					
	2015-16	2016-17	2017-18	2018-19	**2019-20**
MSA-1	76.0%	91.3%	94.8%	72.3%	**85.1%**
MSA-2	87.0%	100.0%	100.0%	100.0%	**85.8%**
MSA-3	66.0%	48.3%	90.7%	100.0%	**61.9%**
MSA-4	35.0%	16.8%	28.4%	18.1%	**66.7%**
MSA-5	63.0%	63.1%	96.2%	100.0%	**87.3%**
MSA-6	54.0%	54.7%	84.2%	86.8%	**88.9%**
MSA-7	100.0%	67.1%	98.3%	83.3%	**99.6%**
MSA-BELL	100.0%	100.0%	100.0%	95.4%	**87.3%**
MSA-SD	61.0%	32.3%	51.9%	55.4%	**64.9%**
MSA-SA	98.0%	80.2%	70.7%	62.1%	**100.0%**
AVERAGE	77.0%	72.0%	85.5%	80.3%	**83.0%**



Staff

MPS Historical Survey Participation Rates - Staff					
	2015-16	2016-17	2017-18	2018-19	**2019-20**
MSA-1	89.4%	93.6%	97.6%	100.0%	**98.1%**
MSA-2	97.3%	89.7%	94.7%	100.0%	**100.0%**
MSA-3	89.7%	90.2%	100.0%	100.0%	**97.8%**
MSA-4	92.3%	77.8%	100.0%	100.0%	**100.0%**
MSA-5	92.3%	100.0%	100.0%	100.0%	**100.0%**
MSA-6	91.7%	93.3%	100.0%	100.0%	**100.0%**
MSA-7	100.0%	94.4%	90.0%	100.0%	**90.3%**
MSA-BELL	97.5%	100.0%	100.0%	100.0%	**100.0%**
MSA-SD	88.0%	83.8%	86.7%	88.2%	**96.9%**
MSA-SA	88.9%	73.6%	91.4%	96.3%	**98.5%**
AVERAGE	85.0%	88.4%	95.5%	98.1%	**98.1%**



What Are the Approval Rates on the Surveys?

Current Year Survey Approval Rates

In 2019-20, MPS had an average stakeholder approval rate of **66%** for students; **94%** for parents; **85%** for staff. (Last year the average approval rates were 63%, 94%, and 80% respectively.)

AVERAGE APPROVAL rates are based on our stakeholders' responses to all questions on the survey.

Students

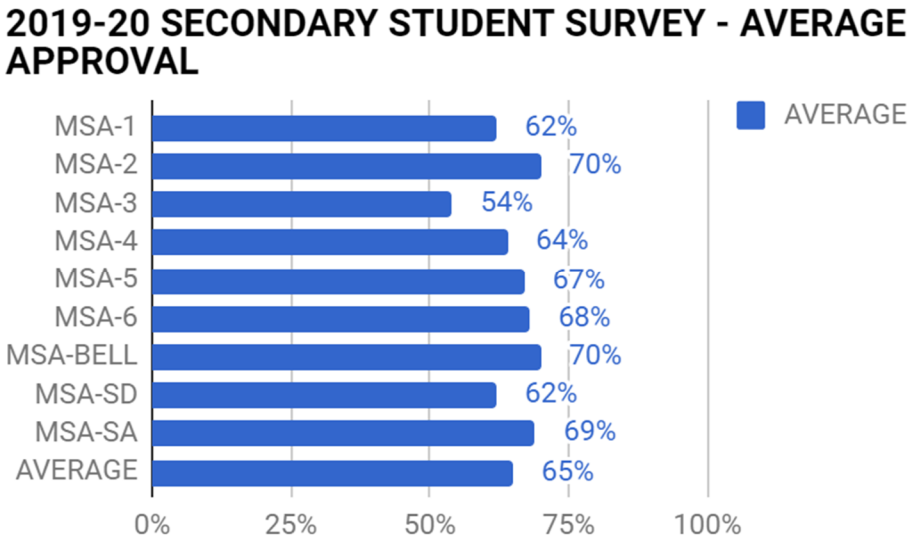
Students had an average approval rate of **66%** compared to 63% last year.

2019-20 Secondary Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL
MSA-1	62%	71%	56%	66%	51%	73%
MSA-2	70%	76%	66%	73%	63%	83%
MSA-3	54%	60%	51%	59%	44%	55%
MSA-4	64%	71%	60%	68%	51%	73%
MSA-5	67%	74%	68%	64%	58%	77%
MSA-6	68%	77%	66%	66%	63%	82%
MSA-BELL	70%	78%	66%	71%	63%	82%
MSA-SD	62%	71%	62%	56%	58%	80%
MSA-SA	69%	78%	65%	71%	62%	72%
AVERAGE	**65%**	**72%**	**61%**	**66%**	**57%**	**75%**

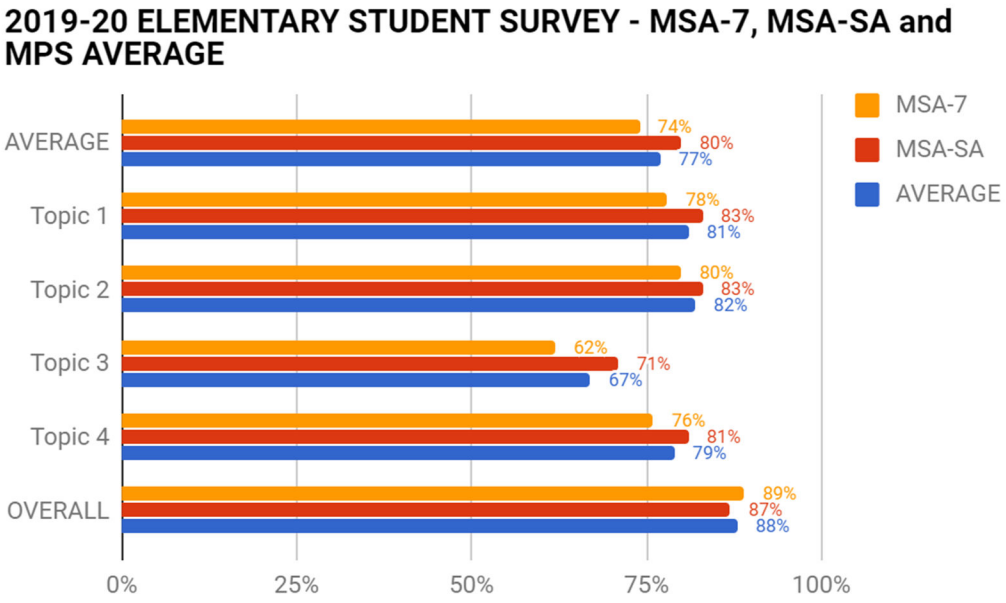
2019-20 Elementary Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL
MSA-7	74%	78%	80%	62%	76%	89%
MSA-SA	80%	83%	83%	71%	81%	87%
AVERAGE	**77%**	**81%**	**82%**	**67%**	**79%**	**88%**

2019-20 Combined Student Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL
MSA-SA	72%	80%	71%	71%	68%	77%
MPS	**66%**	**73%**	**62%**	**66%**	**59%**	**76%**

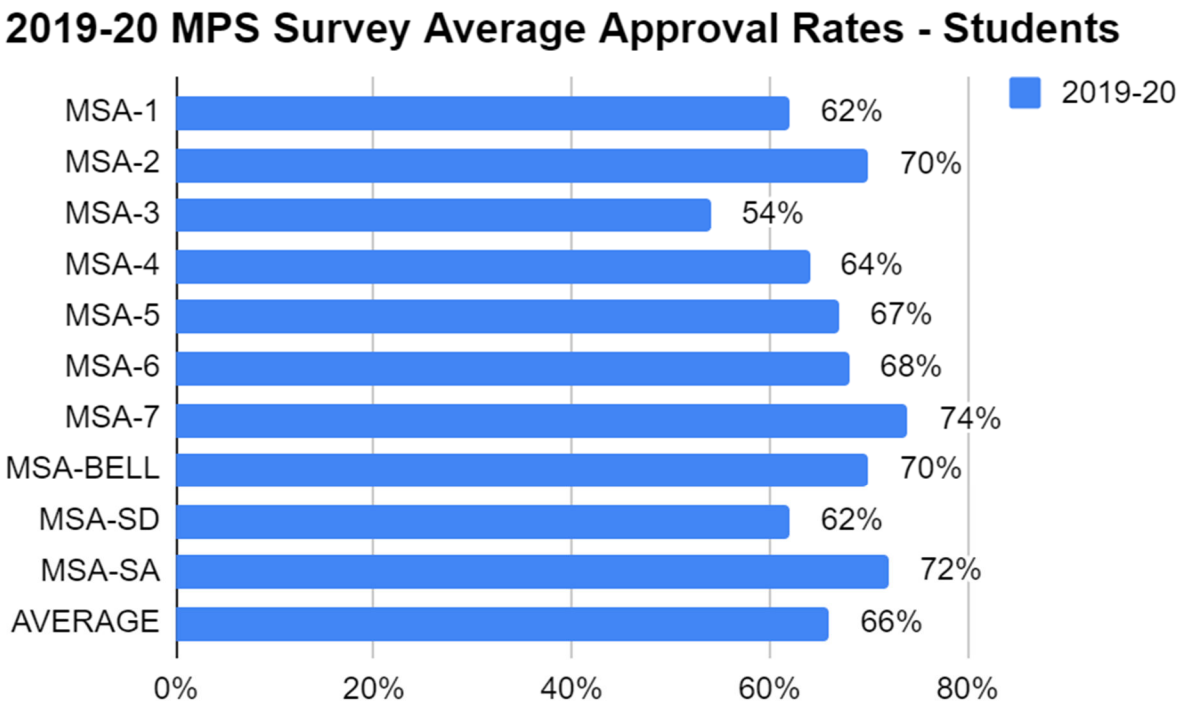
Students - Secondary



Students - Elementary



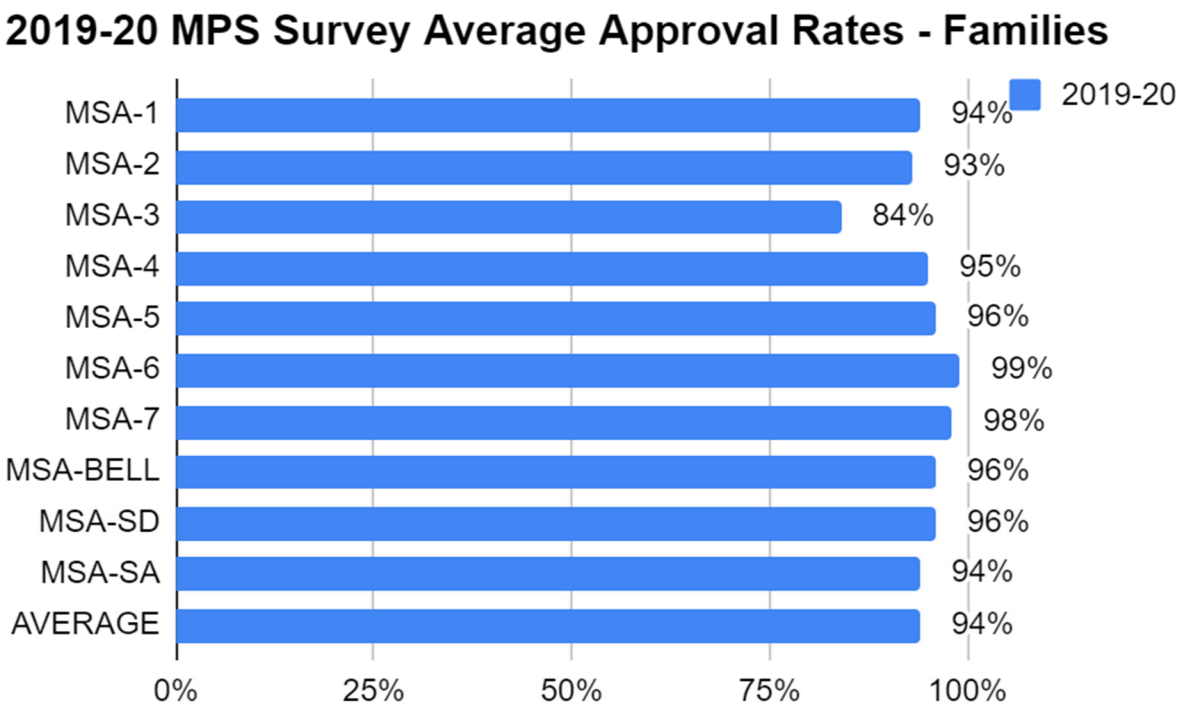
Students - Combined



Families

Families had an average approval rate of **94%** compared to 94% last year.

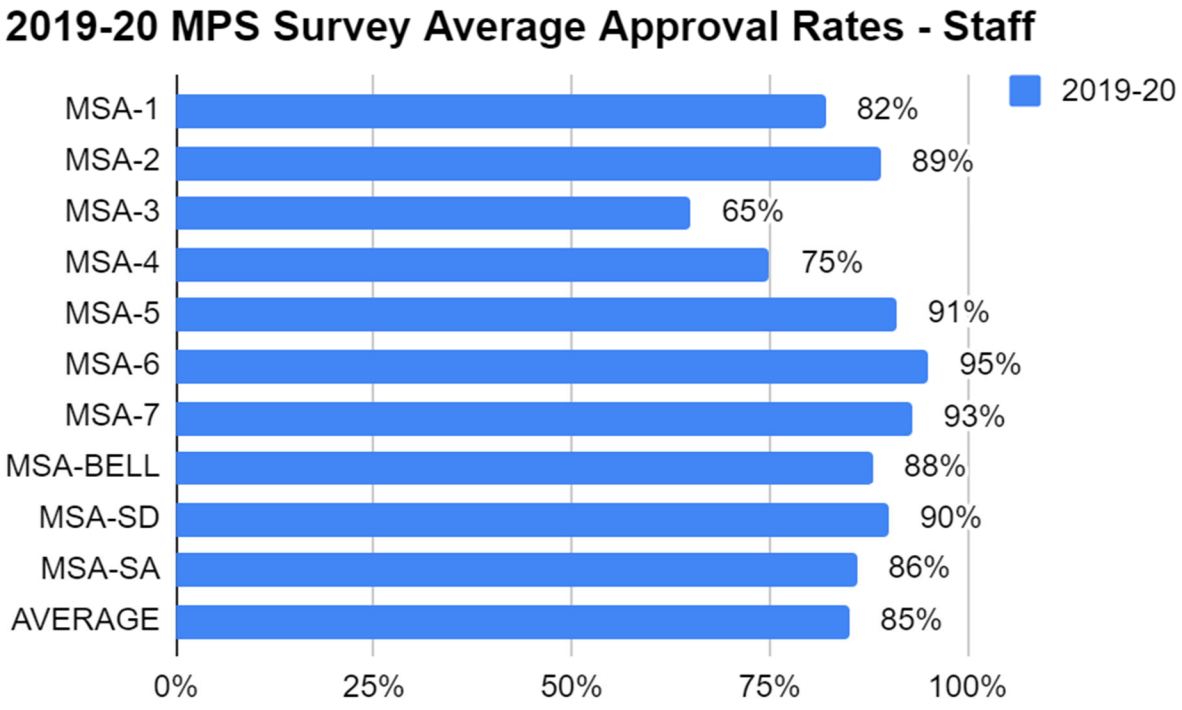
2019-20 Family Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL
MSA-1	94%	97%	93%	88%	95%	94%
MSA-2	93%	95%	92%	93%	93%	93%
MSA-3	84%	84%	79%	88%	85%	76%
MSA-4	95%	97%	92%	94%	95%	96%
MSA-5	96%	98%	95%	93%	97%	97%
MSA-6	99%	99%	99%	100%	98%	98%
MSA-7	98%	98%	97%	99%	98%	98%
MSA-BELL	96%	97%	96%	94%	96%	96%
MSA-SD	96%	97%	93%	96%	96%	95%
MSA-SA	94%	97%	93%	88%	95%	94%
AVERAGE	**94%**	**95%**	**92%**	**91%**	**94%**	**93%**



Staff

Staff had an average approval rate of **85%** compared to 80% last year.

2019-20 Staff Survey Summary - Percent Favorable						
	AVERAGE	Topic 1	Topic 2	Topic 3	Topic 4	OVERALL
MSA-1	82%	92%	83%	82%	71%	89%
MSA-2	89%	97%	83%	81%	93%	98%
MSA-3	65%	86%	72%	39%	56%	69%
MSA-4	75%	85%	80%	65%	67%	82%
MSA-5	91%	98%	96%	82%	84%	96%
MSA-6	95%	100%	100%	78%	97%	100%
MSA-7	93%	100%	95%	89%	89%	93%
MSA-BELL	88%	97%	90%	74%	84%	95%
MSA-SD	90%	98%	86%	81%	92%	100%
MSA-SA	86%	94%	89%	74%	83%	84%
AVERAGE	**85%**	**94%**	**86%**	**74%**	**81%**	**89%**

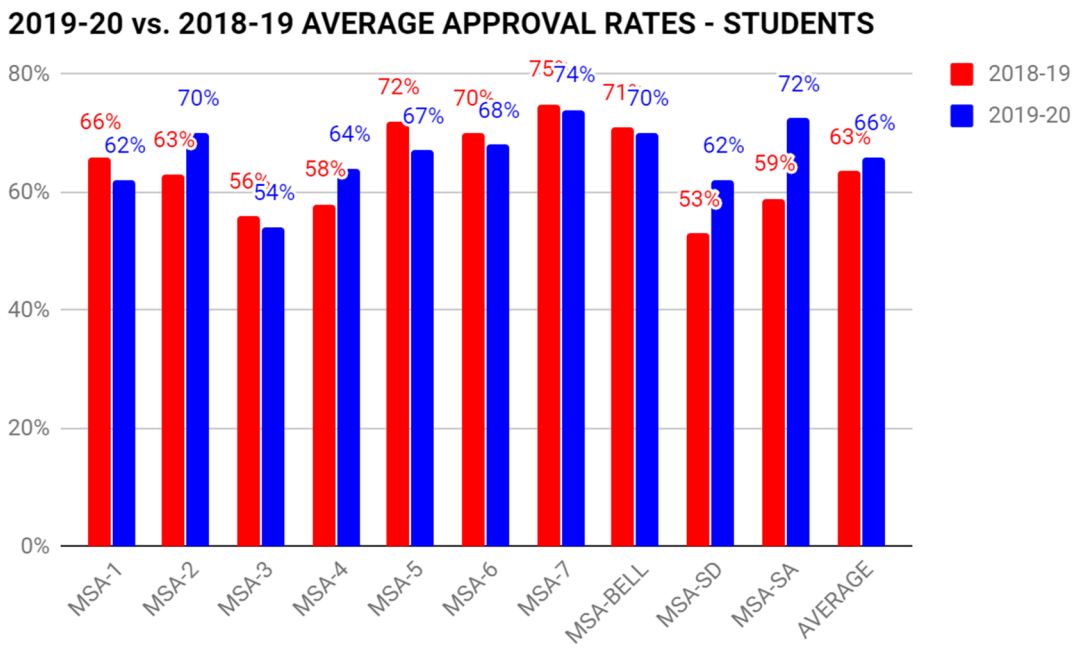


Changes in Survey Approval Rates From Prior Year

The following tables and figures show a comparison of the current and prior year survey approval rates. Most schools experienced an increase in their survey approval rates. Each school sets an expected approval rate in their LCAP as a target. The tables below also show that the majority of our schools met their LCAP survey approval targets.

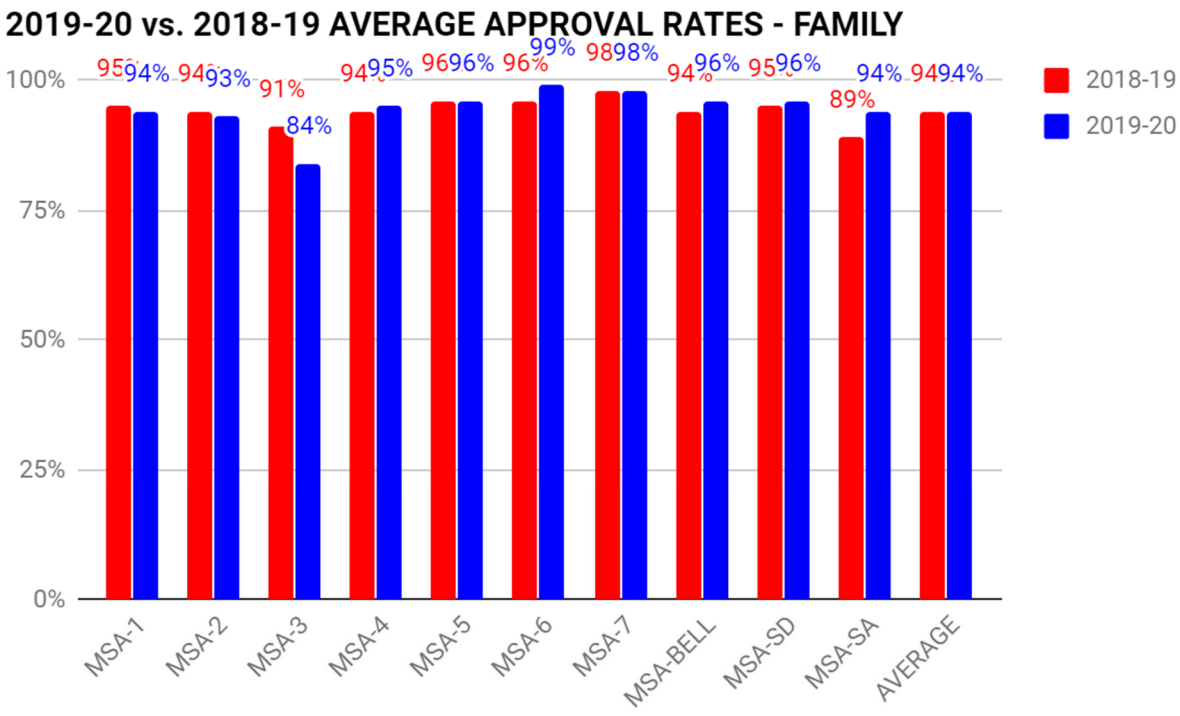
Students

AVERAGE APPROVAL Rates: 2019-20 vs. 2018-19					
	Students				
	2018-19	2019-20	Change	2019-20 LCAP Target	Met?
MSA-1	66%	62%	-4%	70%	No
MSA-2	63%	70%	7%	85%	No
MSA-3	56%	54%	-2%	60%	No
MSA-4	58%	64%	6%	70%	No
MSA-5	72%	67%	-5%	65%	Yes
MSA-6	70%	68%	-2%	70%	No
MSA-7	75%	74%	-1%	76%	No
MSA-BELL	71%	70%	-1%	80%	No
MSA-SD	53%	62%	9%	60%	Yes
MSA-SA	59%	72%	14%	59%	Yes
AVERAGE	63%	66%	2%		



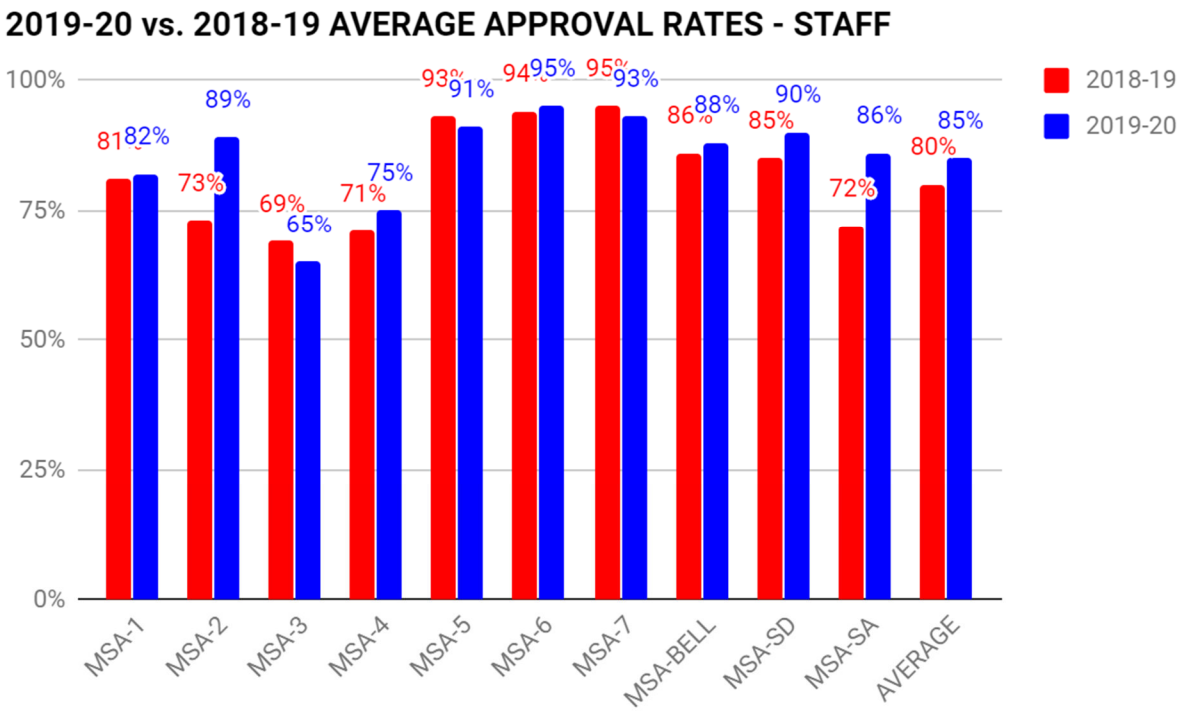
Families

AVERAGE APPROVAL Rates: 2019-20 vs. 2018-19					
	Family				
	2018-19	2019-20	Change	2019-20 LCAP Target	Met?
MSA-1	95%	94%	-1%	95%	No
MSA-2	94%	93%	-1%	85%	Yes
MSA-3	91%	84%	-7%	90%	No
MSA-4	94%	95%	1%	100%	No
MSA-5	96%	96%	0%	90%	Yes
MSA-6	96%	99%	3%	95%	Yes
MSA-7	98%	98%	0%	99%	No
MSA-BELL	94%	96%	2%	90%	Yes
MSA-SD	95%	96%	1%	95%	Yes
MSA-SA	89%	94%	5%	89%	Yes
AVERAGE	94%	94%	0%		



Staff

AVERAGE APPROVAL Rates: 2019-20 vs. 2018-19					
	Staff				
	2018-19	2019-20	Change	2019-20 LCAP Target	Met?
MSA-1	81%	82%	1%	85%	No
MSA-2	73%	89%	16%	85%	Yes
MSA-3	69%	65%	-4%	70%	No
MSA-4	71%	75%	4%	90%	No
MSA-5	93%	91%	-2%	90%	Yes
MSA-6	94%	95%	1%	90%	Yes
MSA-7	95%	93%	-2%	95%	No
MSA-BELL	86%	88%	2%	85%	Yes
MSA-SD	85%	90%	5%	85%	Yes
MSA-SA	72%	86%	14%	72%	Yes
AVERAGE	80%	85%	5%		

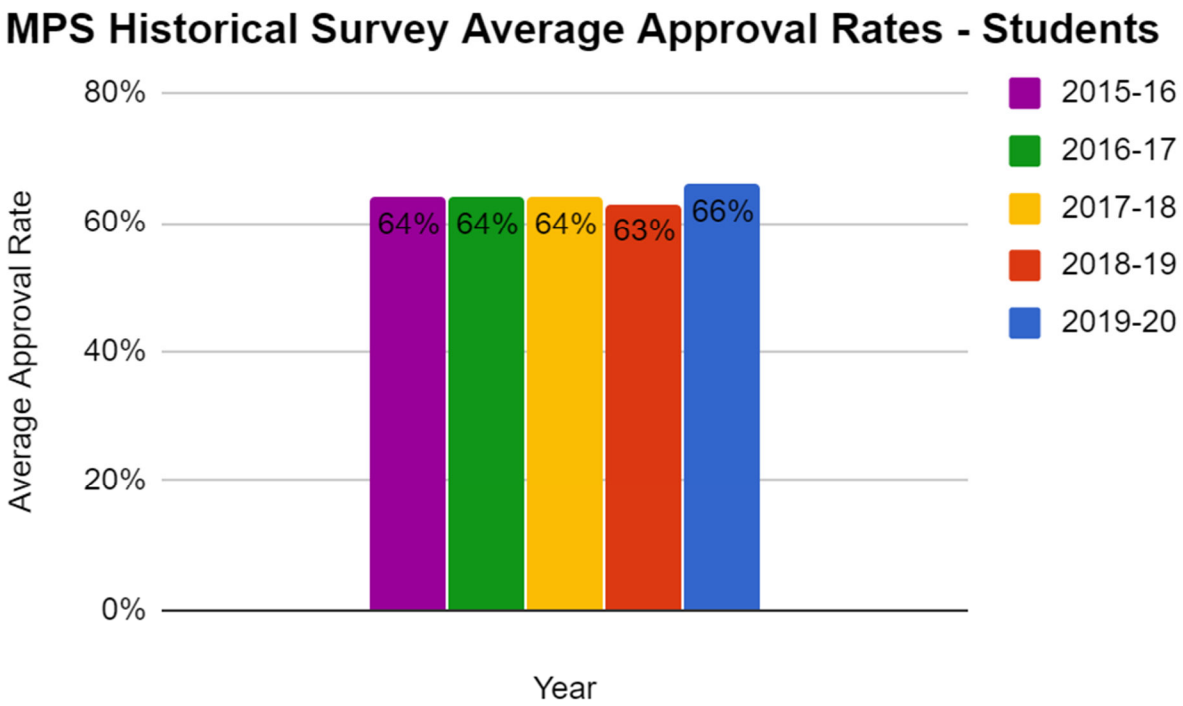


Historical Survey Approval Rates

Considering the last five years, MPS has an upward trend in survey approval rates. The following tables and figures show the survey approval rates by students, families, and staff over the years.

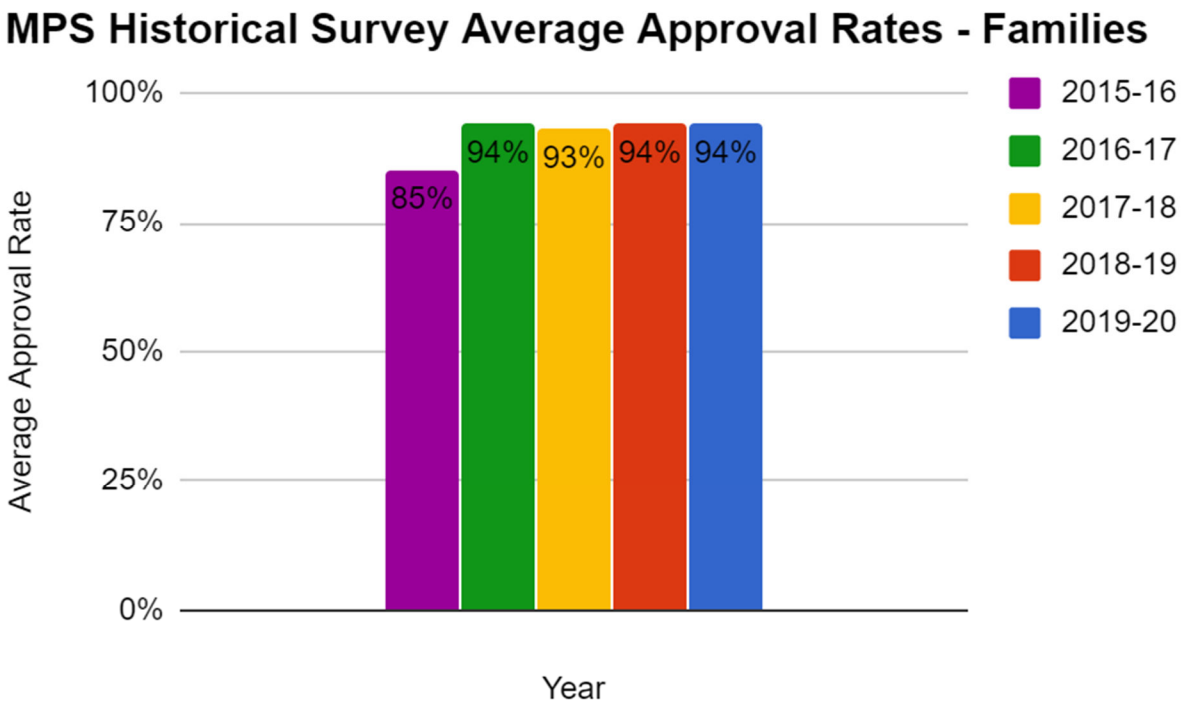
Students

MPS Historical Survey Average Approval Rates - Students					
	2015-16	2016-17	2017-18	2018-19	**2019-20**
MSA-1	63%	63%	62%	66%	**62%**
MSA-2	54%	54%	60%	63%	**70%**
MSA-3	50%	50%	59%	56%	**54%**
MSA-4	61%	61%	65%	58%	**64%**
MSA-5	61%	61%	64%	72%	**67%**
MSA-6	75%	75%	62%	70%	**68%**
MSA-7	78%	78%	69%	75%	**74%**
MSA-BELL	76%	76%	68%	71%	**70%**
MSA-SD	66%	66%	66%	53%	**62%**
MSA-SA	61%	61%	61%	59%	**72%**
AVERAGE	64%	64%	64%	63%	**66%**



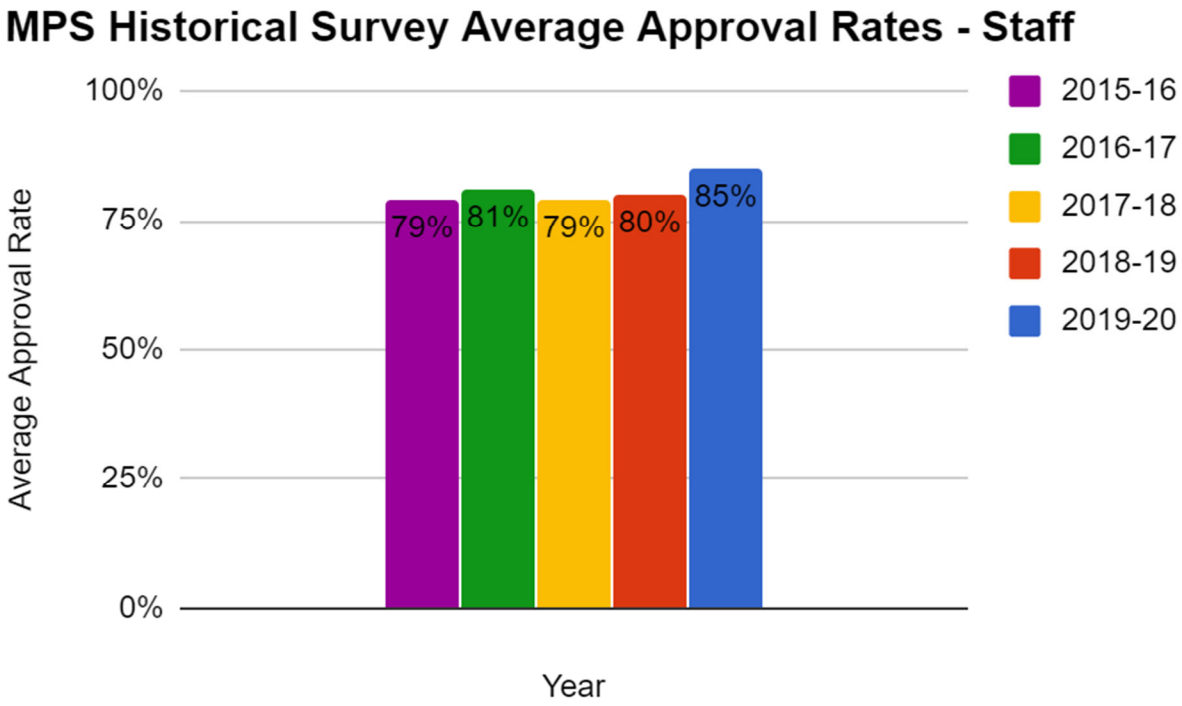
Families

MPS Historical Survey Average Approval Rates - Families					
	2015-16	2016-17	2017-18	2018-19	**2019-20**
MSA-1	85%	94%	91%	95%	**94%**
MSA-2	77%	95%	91%	94%	**93%**
MSA-3	68%	87%	91%	91%	**84%**
MSA-4	68%	99%	98%	94%	**95%**
MSA-5	84%	94%	97%	96%	**96%**
MSA-6	92%	97%	97%	96%	**99%**
MSA-7	92%	99%	98%	98%	**98%**
MSA-BELL	87%	95%	96%	94%	**96%**
MSA-SD	81%	96%	92%	95%	**96%**
MSA-SA	75%	90%	88%	89%	**94%**
AVERAGE	85%	94%	93%	94%	**94%**



Staff

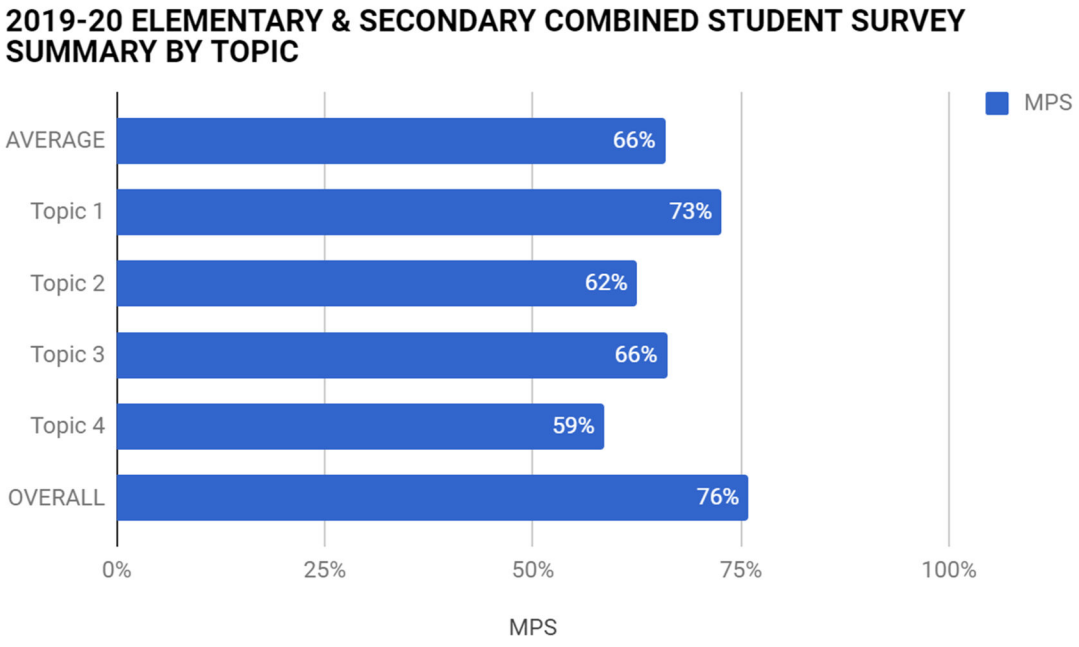
MPS Historical Survey Average Approval Rates - Staff					
	2015-16	2016-17	2017-18	2018-19	**2019-20**
MSA-1	81%	87%	86%	81%	**82%**
MSA-2	79%	83%	73%	73%	**89%**
MSA-3	67%	64%	72%	69%	**65%**
MSA-4	76%	92%	80%	71%	**75%**
MSA-5	91%	90%	93%	93%	**91%**
MSA-6	84%	88%	95%	94%	**95%**
MSA-7	82%	89%	92%	95%	**93%**
MSA-BELL	74%	84%	78%	86%	**88%**
MSA-SD	68%	72%	84%	85%	**90%**
MSA-SA	65%	79%	64%	72%	**86%**
AVERAGE	79%	81%	79%	80%	**85%**



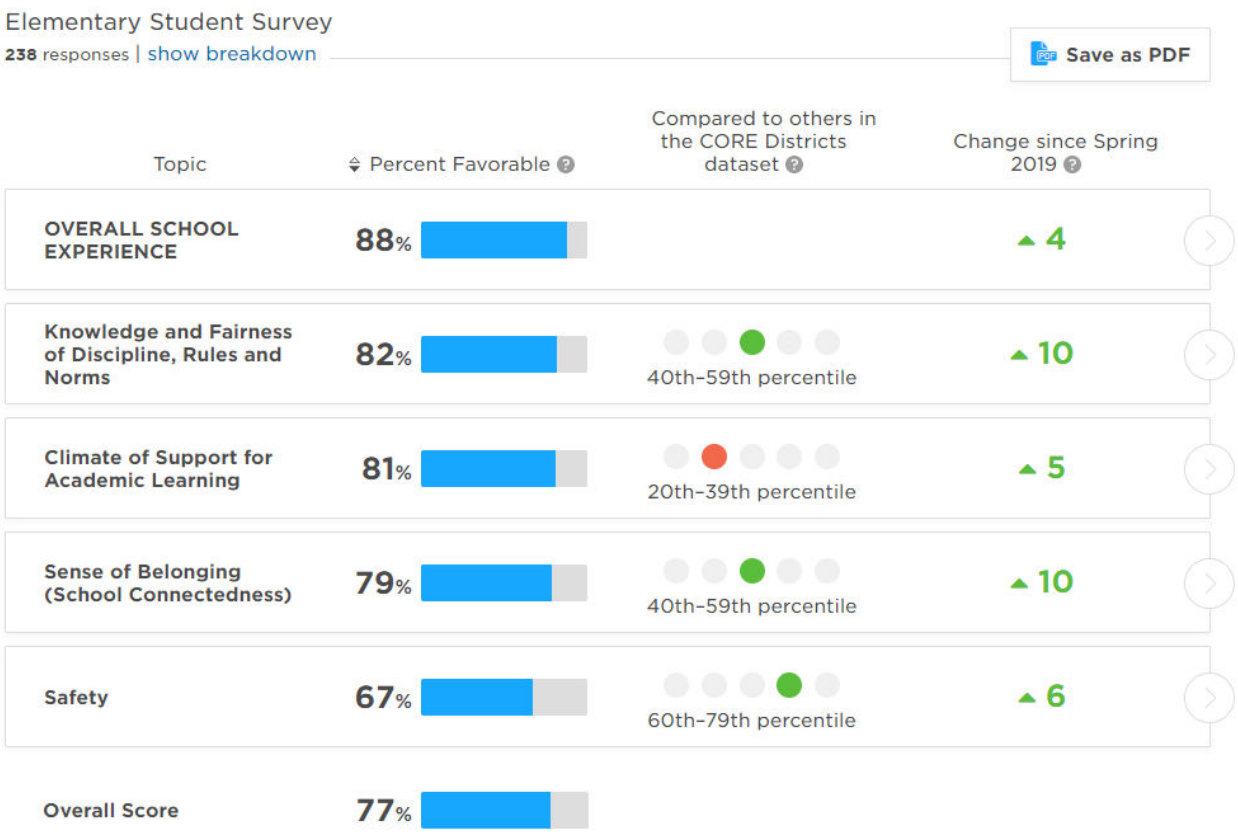
How About Approval Rates for Each Topic?

Average approval rates in the above section were based on our stakeholders' responses to all questions on the survey. It provides an overall percentage for the whole survey instrument. However, it is important for us to analyze how stakeholders responded to each topic and question. The tables and figures below show average approval rates for each survey topic. The **attachment** titled, "**Panorama 2019-20 MPS Average Approval Rates by Question**" provides average approval rates by question.

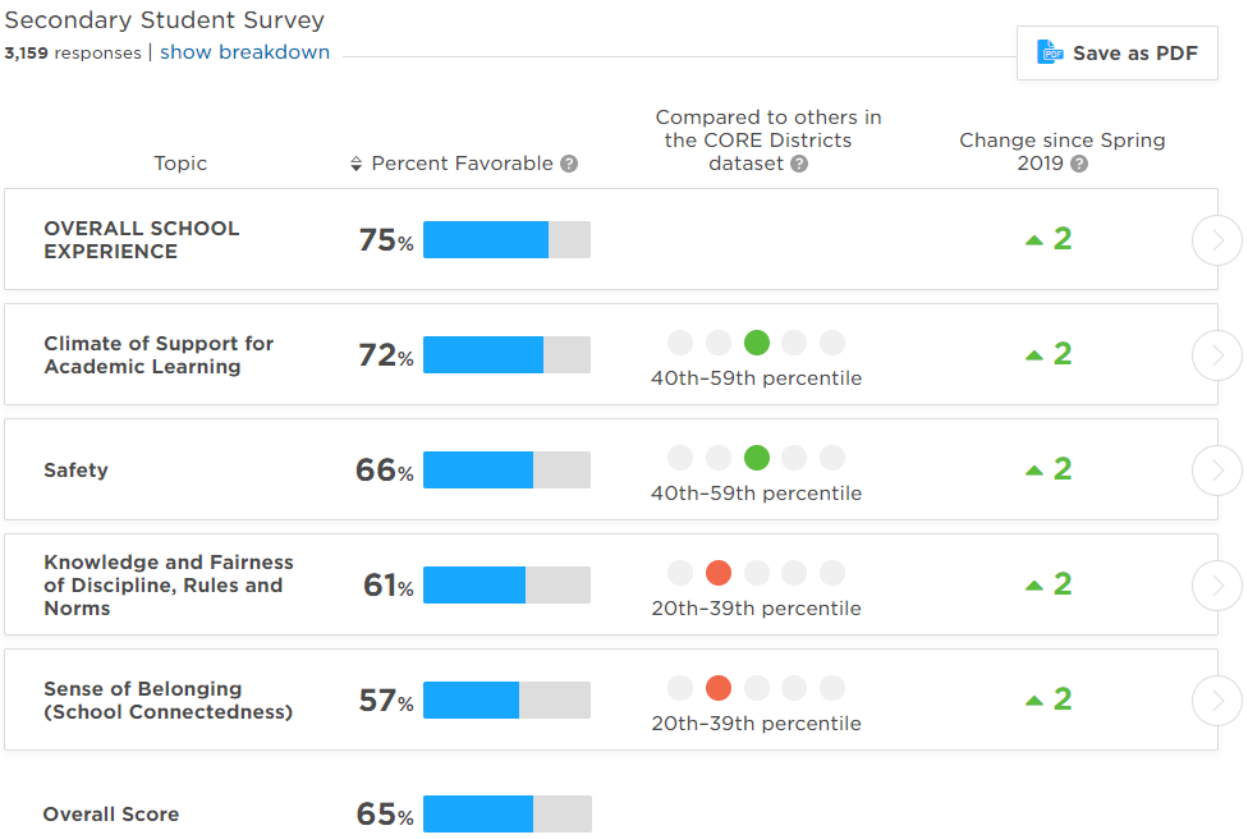
Students - Combined



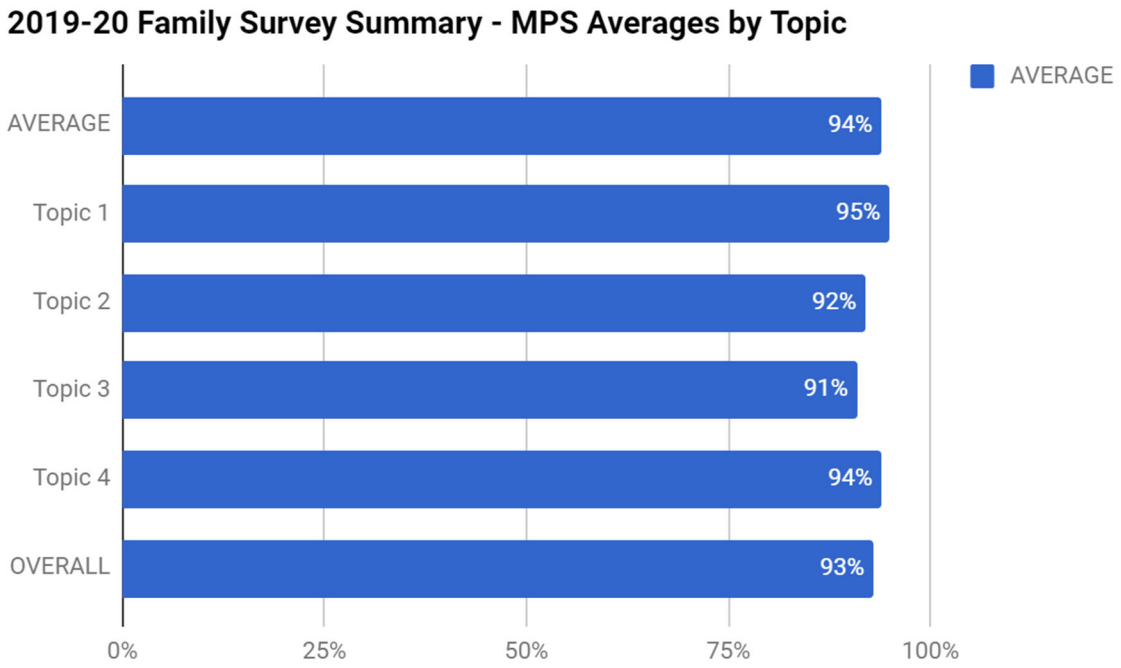
Students – Elementary



Students – Secondary



Families



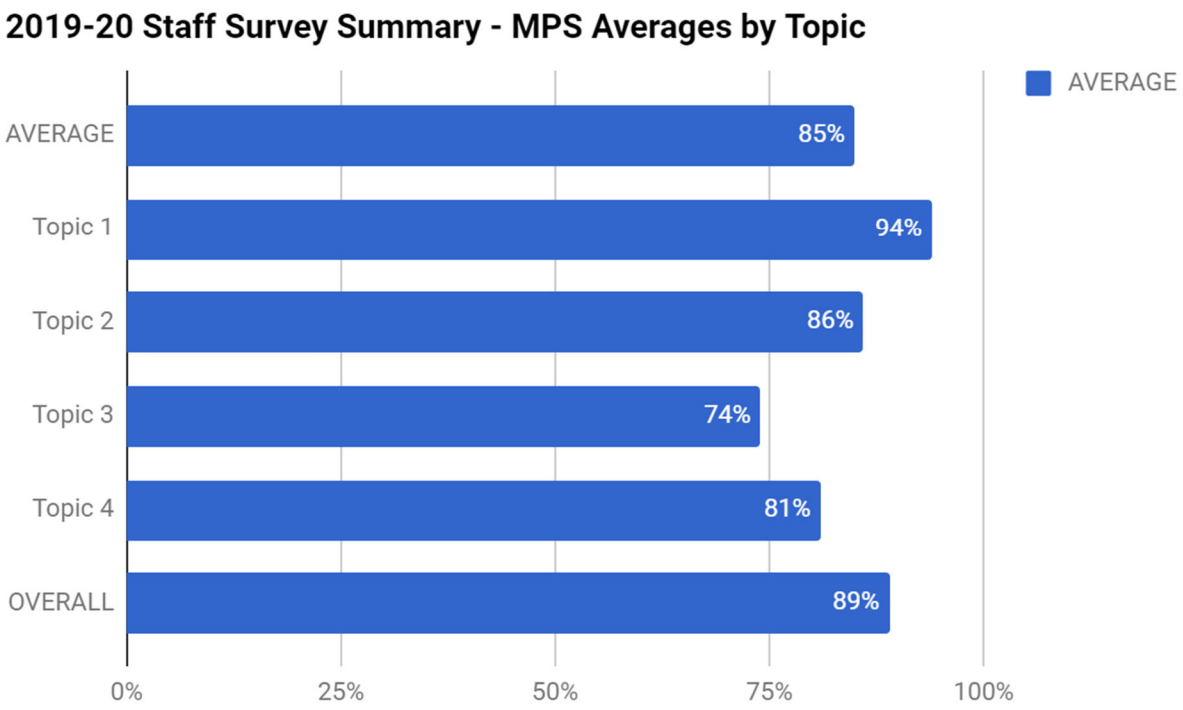
Family Survey

2,871 responses | show breakdown

Save as PDF

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019
Climate of Support for Academic Learning	95%	60th-79th percentile	0
Sense of Belonging (School Connectedness)	94%	60th-79th percentile	▼ 1
OVERALL SCHOOL EXPERIENCE	93%		▼ 1
Knowledge and Fairness of Discipline, Rules and Norms	92%	40th-59th percentile	▼ 1
Safety	91%	40th-59th percentile	▼ 2
Overall Score	94%		

Staff



Staff Survey

357 responses | show breakdown

Save as PDF

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019
Climate of Support for Academic Learning	**94%**	40th–59th percentile	▲ 2
OVERALL SCHOOL EXPERIENCE	**89%**		▲ 4
Knowledge and Fairness of Discipline, Rules and Norms	**86%**	40th–59th percentile	▲ 8 Greatest increase
Sense of Belonging (School Connectedness)	**81%**	40th–59th percentile	▲ 3
Safety	**74%**	40th–59th percentile	▲ 5
Overall Score	**85%**		

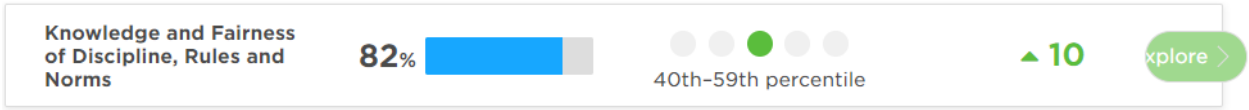
Which Topics and Questions Were Rated the Highest and Lowest?

Approval Ratings by Topic & Question

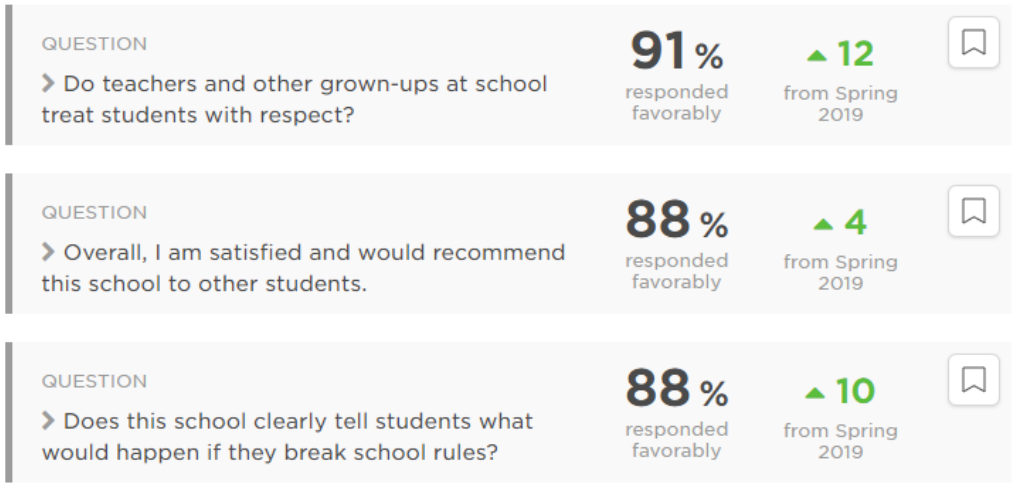
Please see the **attachments** for detailed reports on approval ratings by topic and question. For simplicity, we will include here the highest and lowest rated topics and questions.

Students - Elementary

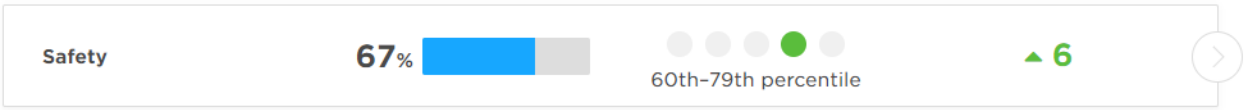
Highest Rated Topic:



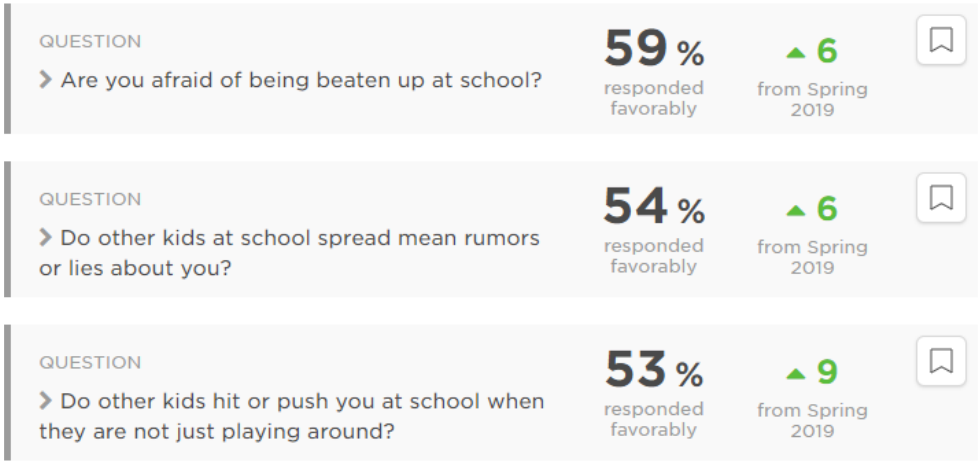
Highest Rated Questions:



Lowest Rated Topic:

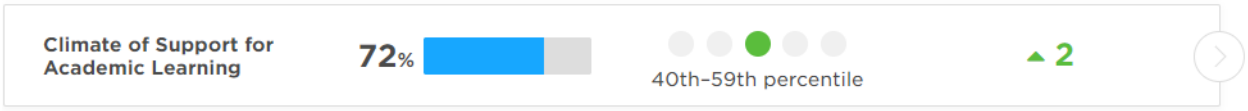


Lowest Rated Questions:

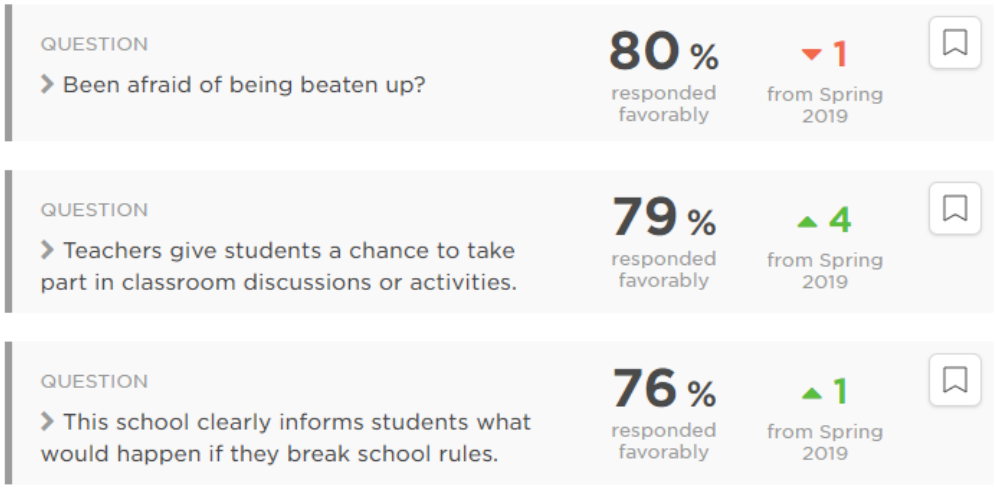


Students - Secondary

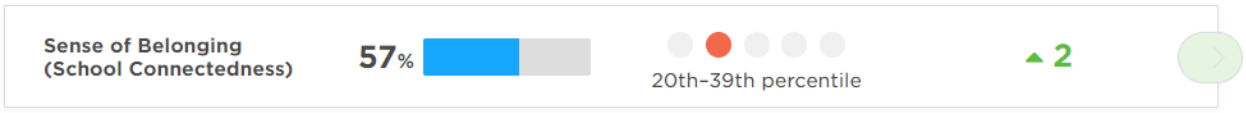
Highest Rated Topic:



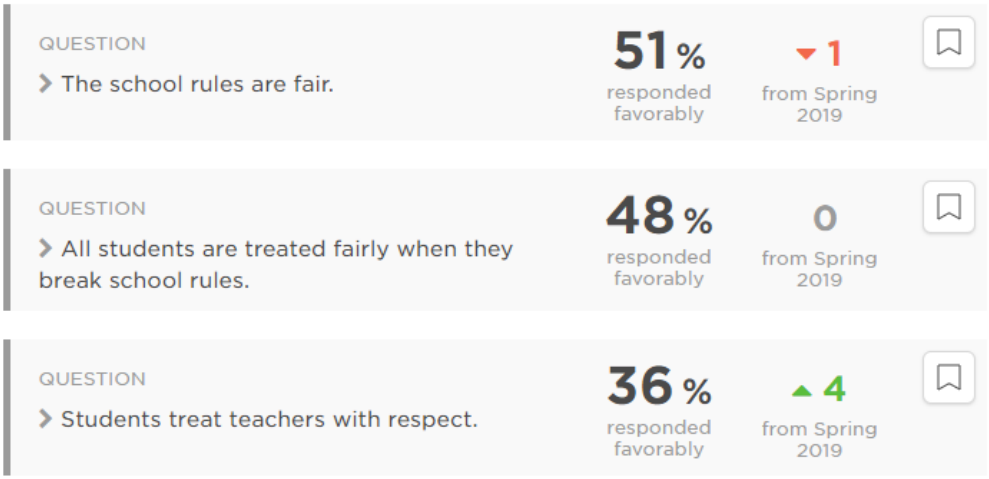
Highest Rated Questions:



Lowest Rated Topic:

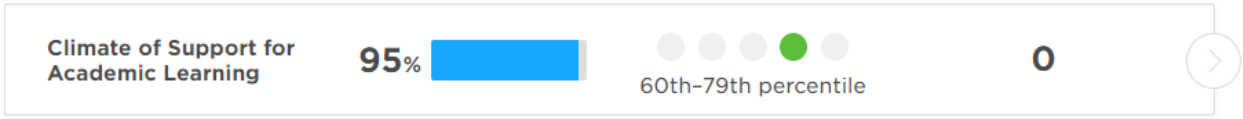


Lowest Rated Questions:

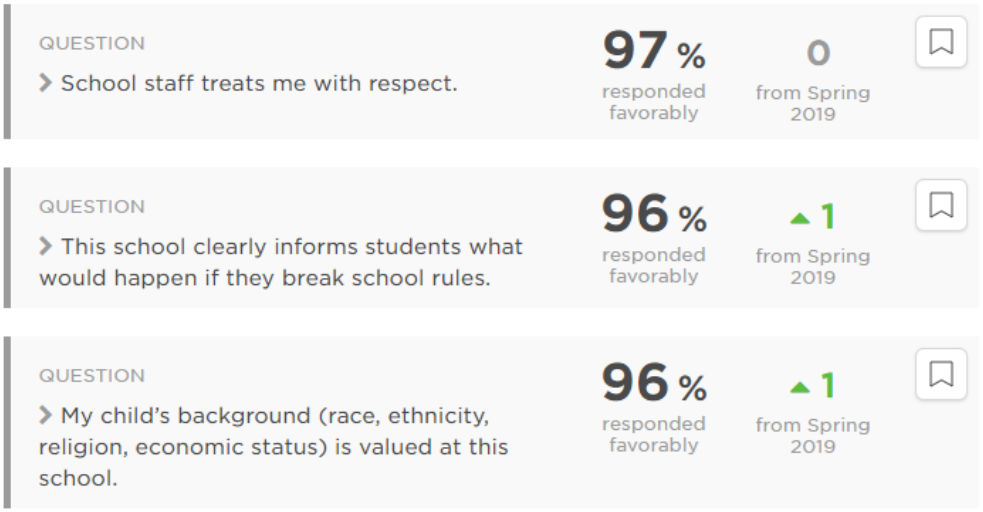


Families

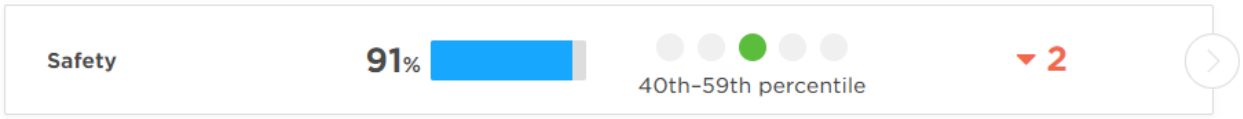
Highest Rated Topic:



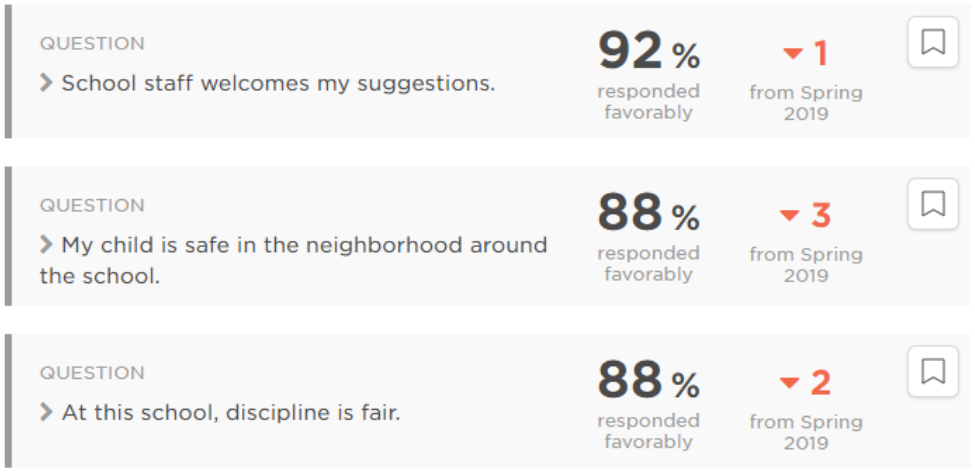
Highest Rated Questions:



Lowest Rated Topic:

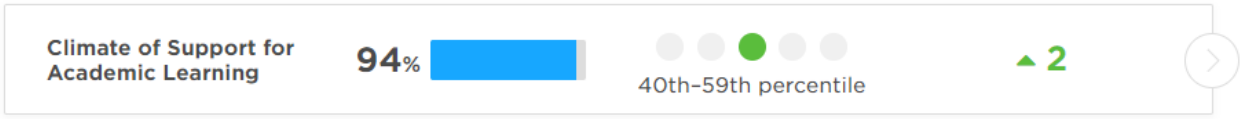


Lowest Rated Questions:

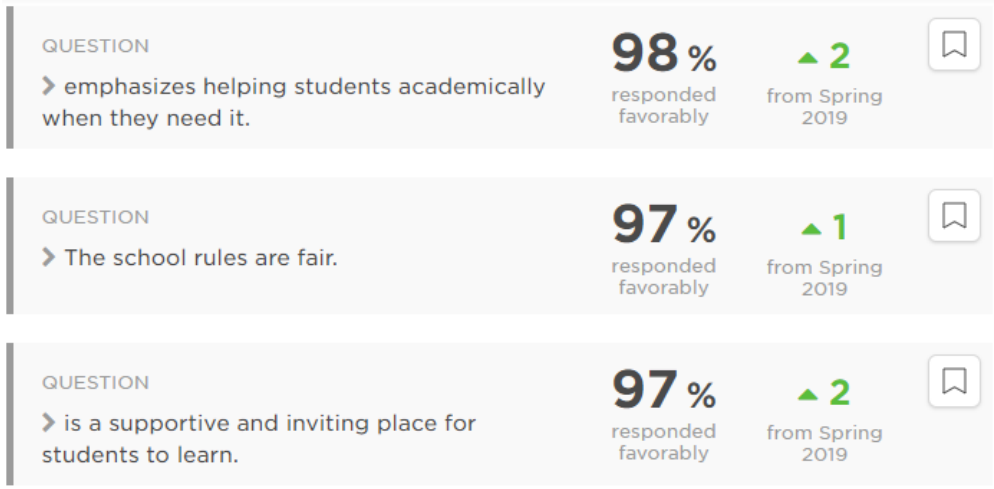


Staff

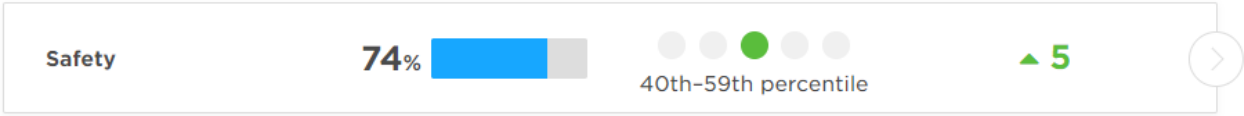
Highest Rated Topic:



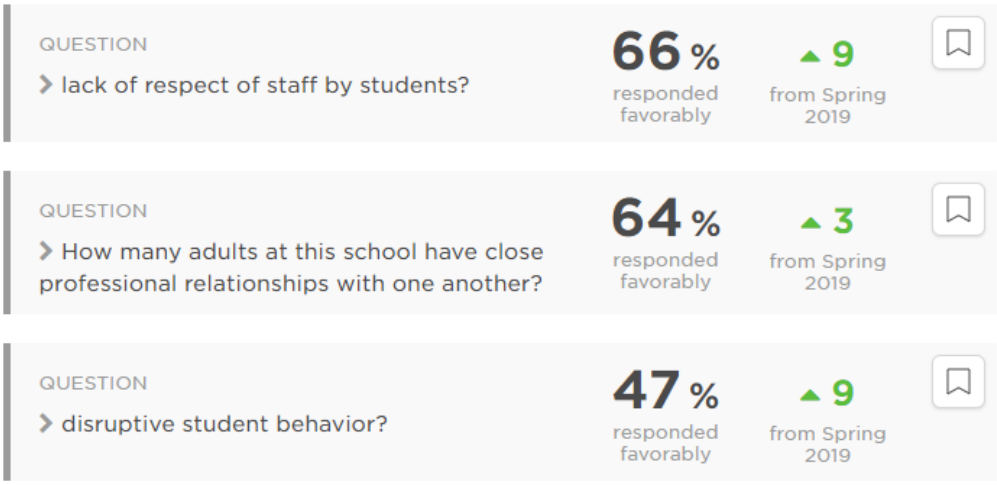
Highest Rated Questions:



Lowest Rated Topic:



Lowest Rated Questions:



Would Our Stakeholders Recommend MPS to Others?

Overall Satisfaction Rate

In addition to the CORE Districts survey questions, MPS also asks our stakeholders a single "overall school experience" question to measure stakeholders' overall satisfaction with the school.

Overall School Experience:

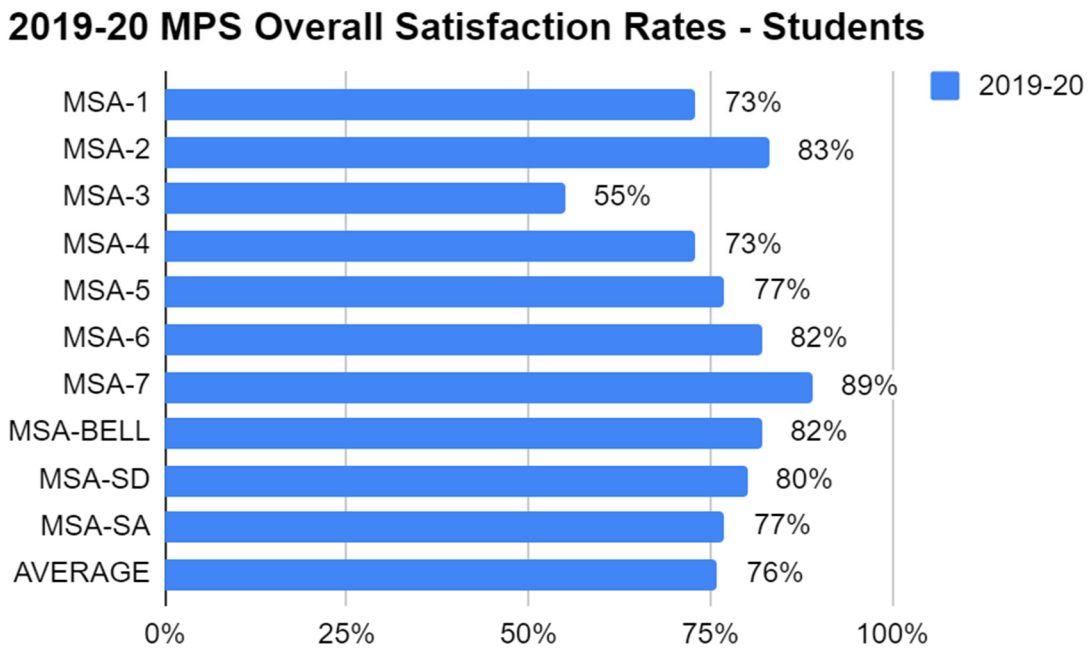
- **Overall, I am satisfied and would recommend this school to other students.**
- **Overall, I am satisfied and would recommend this school to other parents.**
- **Overall, I am satisfied and would recommend this school to other educators.**

Note: The **overall satisfaction rate** is based on our stakeholders' response to the single question stated above to get a measure of overall satisfaction. This rate is different than the **average approval rates** shown in the above sections. While the overall satisfaction rate is based on a **single** question, average approval rates are based on responses to **all** questions.

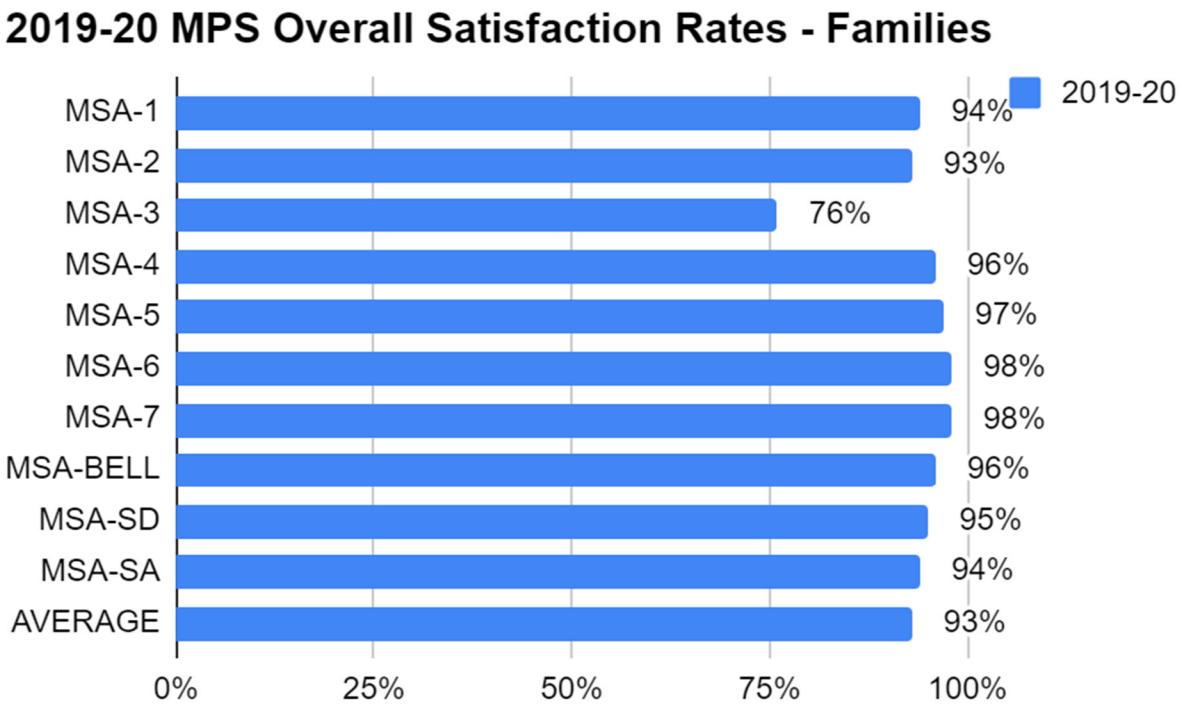
Current Year Overall Satisfaction Rate

In 2019-20, MPS had an average overall satisfaction rate of **76%** for students, **93%** for families, and **89%** for staff. (Last year the average overall satisfaction rates were 74%, 94%, and 85% respectively.)

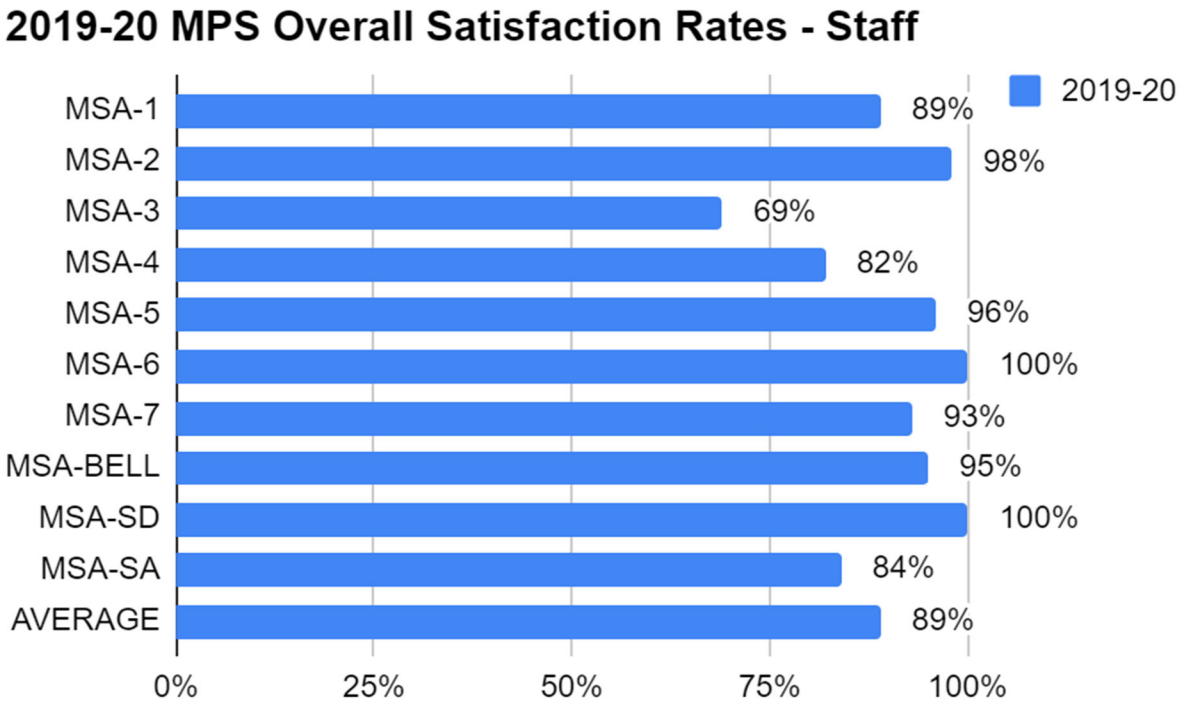
Students



Families



Staff

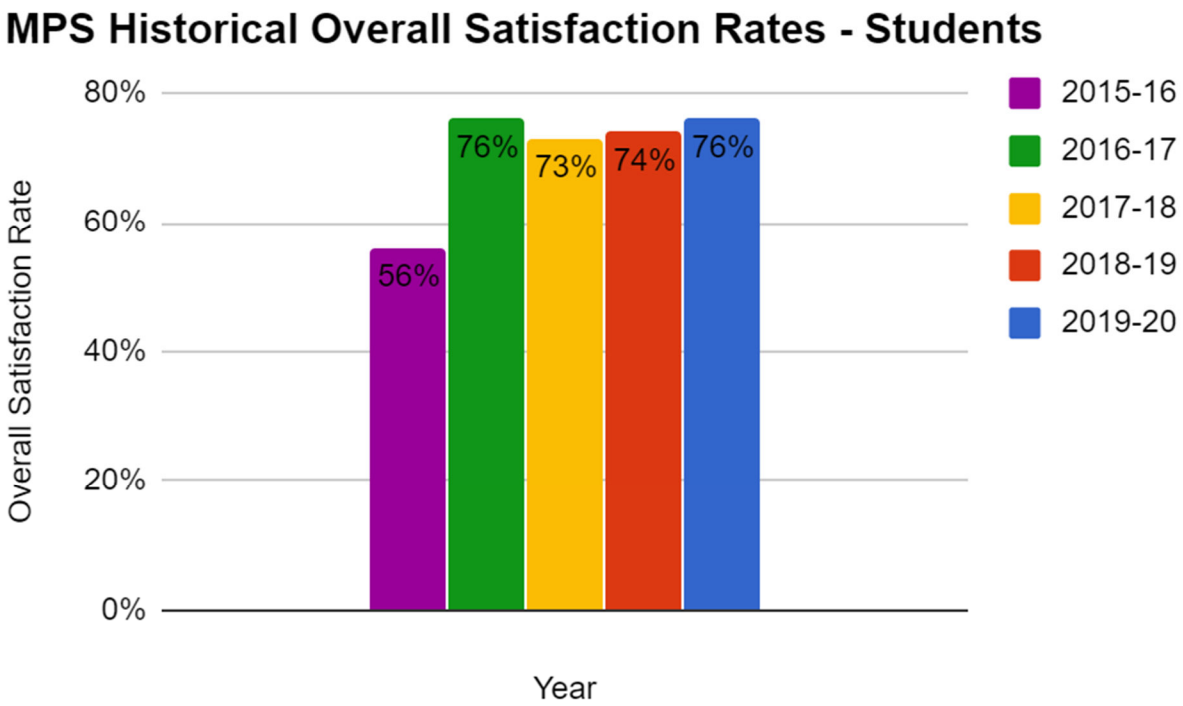


Historical Overall Satisfaction Rates

Considering the last five years, MPS has an upward trend in overall stakeholder satisfaction. The following tables and figures show the overall satisfaction rates by students, families, and staff over the years.

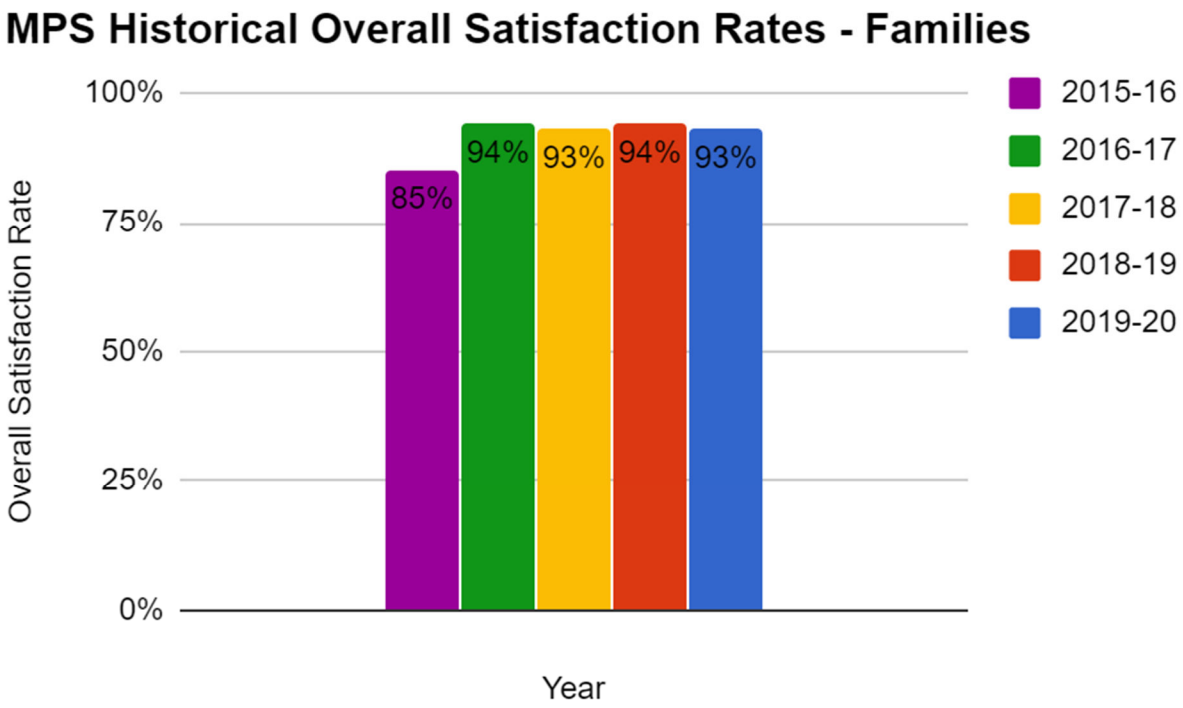
Students

MPS Historical Survey Overall Satisfaction Rates - Students					
	2015-16	2016-17	2017-18	2018-19	**2019-20**
MSA-1	58%	77%	72%	75%	**73%**
MSA-2	43%	78%	72%	75%	**83%**
MSA-3	30%	63%	66%	65%	**55%**
MSA-4	43%	74%	78%	64%	**73%**
MSA-5	58%	74%	78%	87%	**77%**
MSA-6	74%	64%	77%	78%	**82%**
MSA-7	80%	89%	86%	89%	**89%**
MSA-BELL	83%	67%	80%	85%	**82%**
MSA-SD	66%	67%	76%	64%	**80%**
MSA-SA	44%	69%	64%	66%	**77%**
AVERAGE	56%	76%	73%	74%	**76%**



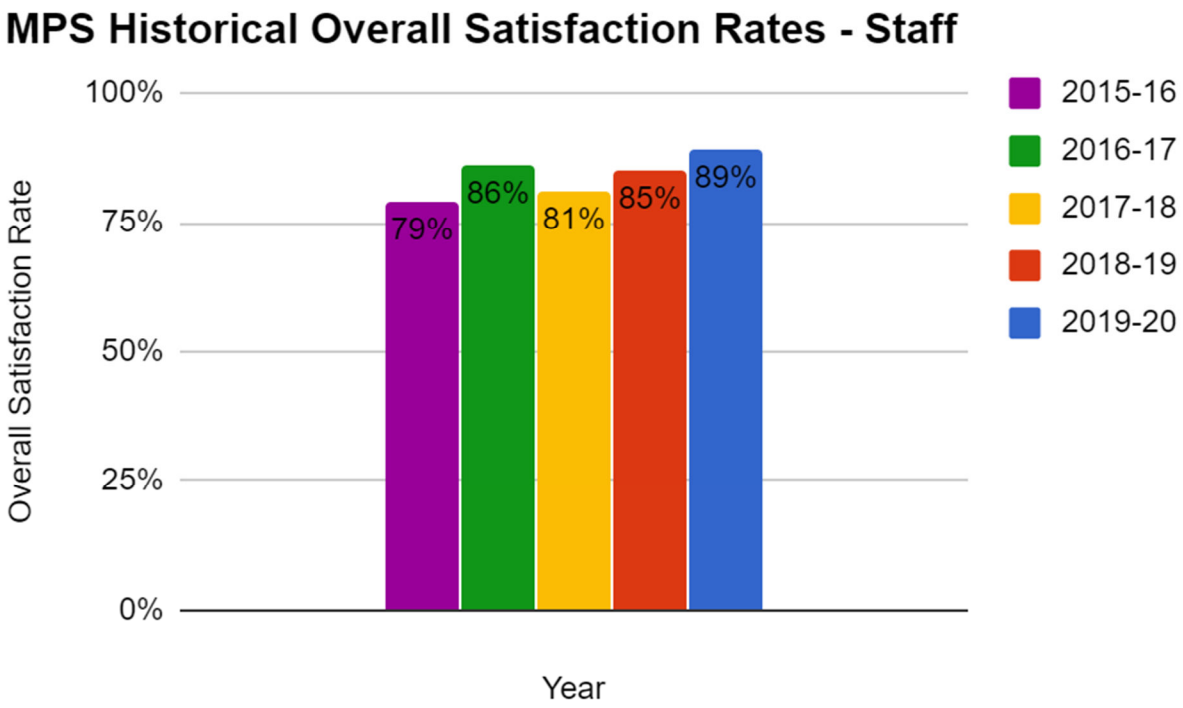
Families

MPS Historical Survey Overall Satisfaction Rates - Families					
	2015-16	2016-17	2017-18	2018-19	**2019-20**
MSA-1	91%	95%	95%	95%	**94%**
MSA-2	80%	95%	91%	93%	**93%**
MSA-3	60%	86%	87%	90%	**76%**
MSA-4	57%	100%	98%	93%	**96%**
MSA-5	92%	93%	98%	97%	**97%**
MSA-6	98%	98%	96%	97%	**98%**
MSA-7	98%	98%	99%	98%	**98%**
MSA-BELL	92%	96%	97%	94%	**96%**
MSA-SD	87%	98%	92%	92%	**95%**
MSA-SA	75%	90%	89%	90%	**94%**
AVERAGE	85%	94%	93%	94%	93%



Staff

MPS Historical Survey Overall Satisfaction Rates - Staff					
	2015-16	2016-17	2017-18	2018-19	**2019-20**
MSA-1	95%	89%	93%	84%	**89%**
MSA-2	79%	89%	83%	77%	**98%**
MSA-3	49%	76%	78%	83%	**69%**
MSA-4	67%	100%	89%	87%	**82%**
MSA-5	100%	93%	100%	100%	**96%**
MSA-6	100%	93%	100%	93%	**100%**
MSA-7	86%	88%	89%	95%	**93%**
MSA-BELL	82%	89%	75%	95%	**95%**
MSA-SD	83%	83%	88%	83%	**100%**
MSA-SA	69%	78%	51%	75%	**84%**
AVERAGE	79%	86%	81%	85%	**89%**



What Does MPS Do With Free Response Comments?

Free Response Questions

In addition to the CORE Districts survey questions and the overall satisfaction question, MPS asks all stakeholders three open-ended free-response questions:

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

Free response questions form a critical component of our survey instrument because it provides a medium for stakeholders to give their feedback on any school related issue in a convenient and confidential way. MPS takes open ended responses very seriously and makes sure school leadership teams (SLTs) and the Home Office teams (academics, accountability, HR) read all free responses. After reading responses to free-response questions, the teams summarize major findings and recommendations by the stakeholders and consider all the feedback to create action steps for school improvement. The Home Office teams schedule a "survey discussion meeting" with each SLT to review and prioritize the findings with. SLTs are then held accountable for sharing the survey results and findings with their stakeholders at their site (teachers, parents, etc.) and developing an action plan for improvement as part of their LCAP process. Please read the next section for details of this process.

Note: Responses to the open-ended questions are not included in this report due to confidentiality.

How Does MPS Make Use of Survey Results?

Reflection and LCAP Development

School leadership teams (SLTs) and the Home Office teams (academics, accountability, HR) review the following data upon conclusion of the survey window:

- Survey participation rates
- Average approval rates
- Overall satisfaction rates
- Average approval rates for each topic
- Average approval rates for each question
- Free response comments
- Feedback collected during the year via other means such as stakeholder engagement meetings.

Using the data sources listed above, SLTs and the Home Office follow a protocol to hold a "Survey Discussion Meeting" in order to summarize feedback by each stakeholder group (students, families, staff) as bullet points. Typically, this would be 5-7 items for each group that we label as glows (successes), grows (identified needs) and suggestions (next steps). It is important to recognize successes so that school teams continue to maintain or improve them. School teams are encouraged to share and celebrate successes with their stakeholders. During our reflection meetings we focus more of our time on identified needs and next steps. Some examples to identified needs could be, "Improve school meal quality" or "Increase support in the classroom to better accommodate the needs of students with disabilities." SLTs and the Home Office prioritize the identified needs based on the frequency they have been mentioned, importance and impact of the need, and what is in MPS' circle of control. Some needs can be addressed relatively quickly, such as fixing a broken vending machine, and some require longer term planning (building a gym).

After identified needs are prioritized SLTs and the Home Office discuss possible solutions for the top 5-7 needs and formulate next steps that are realistic (within control and budget). SLTs are then held accountable for the following:

- Writing a reflection on the survey results and findings; the reflection should identify glows, grows, and next steps clearly.
- Sharing the reflection and next steps with school-level stakeholder groups and adjusting them as needed;
- Reflecting the actions in next year's LCAP and budget;
- Sharing the reflection and the next steps at the board level and seeking additional public feedback;
- Implementing and monitoring proposed action steps;
- Updating stakeholders on the progress and documenting it in the LCAP annual update.

The process described above is in essence similar to a Plan-Do-Check-Act cycle which repeats itself as the SLTs work toward continuous improvement. Please read the following for details about the survey discussion meeting protocol referenced in this section.

Survey Discussion Meeting Protocol

1. **Scheduling:** B. Torres will schedule a meeting with each school leadership team for 60 minutes, preferably during c-team meeting hours.
2. **Participants:** School Leadership Team (SLT), C-team, Dr. Lopez, PACE Team, HR Team
3. **Readiness for the meeting:** School leadership teams read the free responses. Home Office teams read free responses and write highlights for each school in the "Stakeholder Survey Highlights" templates.
    a. Student survey: Academic team (**Dr. Lopez or Designee by E. Acar**)
    b. Family survey: PACE team (**I. Soto or Designee by A. Rubalcava**)
    c. Staff survey: HR team **(D. Hajmeirza or Designee by S. Acar)**
4. **Agenda:** (45-60 min)

- 5-7 min Review purpose of the meeting and survey results (resources to use, participation and approval rates, highest/lowest rated topics and questions, etc.) **(D. Yilmaz)**
- 7 min Review student survey highlights and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet) **(Dr. Lopez)**
- 7 min Review family survey highlights and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet) **(I. Soto)**
- 7 min Review staff survey highlights and ask the school team their thoughts (just preliminary thoughts, no next-step discussion yet) **(D. Hajmeirza)**
- 7-10 min In collaboration with the school team, prioritize Glows & Grows from the above reviews in the template. **(A. Rubalcava/E. Acar)**
- 10-15 min In collaboration with the school team, discuss Next Steps based on Grows and suggestions. **(A. Rubalcava/E. Acar)**
- 5-7 min Closure
    - Summarize possible Next Steps; and **(A. Rubalcava/E. Acar)**
    - Remind SLTs that they need to complete their "Stakeholder Survey Reflections" templates and present their reflection and next steps to the following groups:
        - Stakeholders committee/board to inform LCAP (due April 14)
        - PAC/PTF/SSC/ELAC
        - Staff
    - Remind SLTs to update their 2020-21 LCAP Stakeholder Engagement section. SLTs will respond to three prompts:
        - Prompt 1: A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.
            - Include **dates** for survey implementation, survey results discussion, reflection and presentation.

- Prompt 2: A summary of the feedback provided by specific stakeholder groups.
  - Include highlights **(glows/grows/suggestions)** from each survey separately (student, family, staff).
- Prompt 3: A description of the aspects of the LCAP that were influenced by specific stakeholder input.
  - Include **identified needs** you will address in the 2020-21 LCAP based on survey feedback as well as **next action steps**; write how the feedback influenced your LCAP goals, outcomes, actions, and budget.

- Thank participants!

5. **Home Office Debrief:** Home Office will internally discuss any follow-ups needed on the school's Next Steps.

Using Student, Parent, and Staff Voices as a Measure of Employee Evaluation

Student, parent, and staff surveys provide valuable feedback to the employee about stakeholders' perceptions on employees' effectiveness. MPS makes every effort to reach out to our students, parents, and staff to ensure a high response rate on the surveys. MPS has designed its surveys so that they provide individualized feedback about a variety of topics, as well as stakeholders' overall school satisfaction. MPS uses both individualized and general feedback to provide constructive critical feedback to the employees. Employees can use this feedback to improve their effectiveness.

As Core Value Area 9 states, the employee "works positively as part of the organization, follows lines of communication, and understands contribution to total effort; exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal" and "maintains positive relationships and works collaboratively with colleagues, teachers, students, families, and community resources to support the success of the organization." Collaboration linked to shared goals focused on student achievement lead to higher levels of adult commitment and greater gains in student achievement. MPS values collective commitment and collaboration for shared goals; therefore, MPS will use the average approval rates on the student, parent, and staff surveys as a metric in employee evaluation.

MPS uses the survey average approval rates as a metric that represents stakeholder voices. MPS bases 15 percent of employee's end-of-year overall evaluation on student, parent, and staff surveys. Student, parent, and staff voices will share equal weights of 5 percent. The following table shows how average approval rates are converted to points on the end-of-year overall evaluation. MPS uses both status (percent for current year) and change (percent change from prior year) in determining the final points for student, parent, and staff voices.

AVERAGE APPROVAL RATE		CHANGE (FROM PRIOR YEAR)				
		Declined Significantly by 10% or more	Declined by 5% to less than 10%	Maintained Declined or improved by less than 5%	Increased by 5% to less than 10%	Increased Significantly by 10% or more
STATUS (CURRENT YEAR)	Very High 85% or greater	4	4	5	5	5
	High 70% to less than 85%	3	4	4	4	5
	Medium 60% to less than 70%	2	3	3	4	4
	Low 50% to less than 60%	2	2	2	3	3
	Very Low Less than 50%	1	1	1	2	3

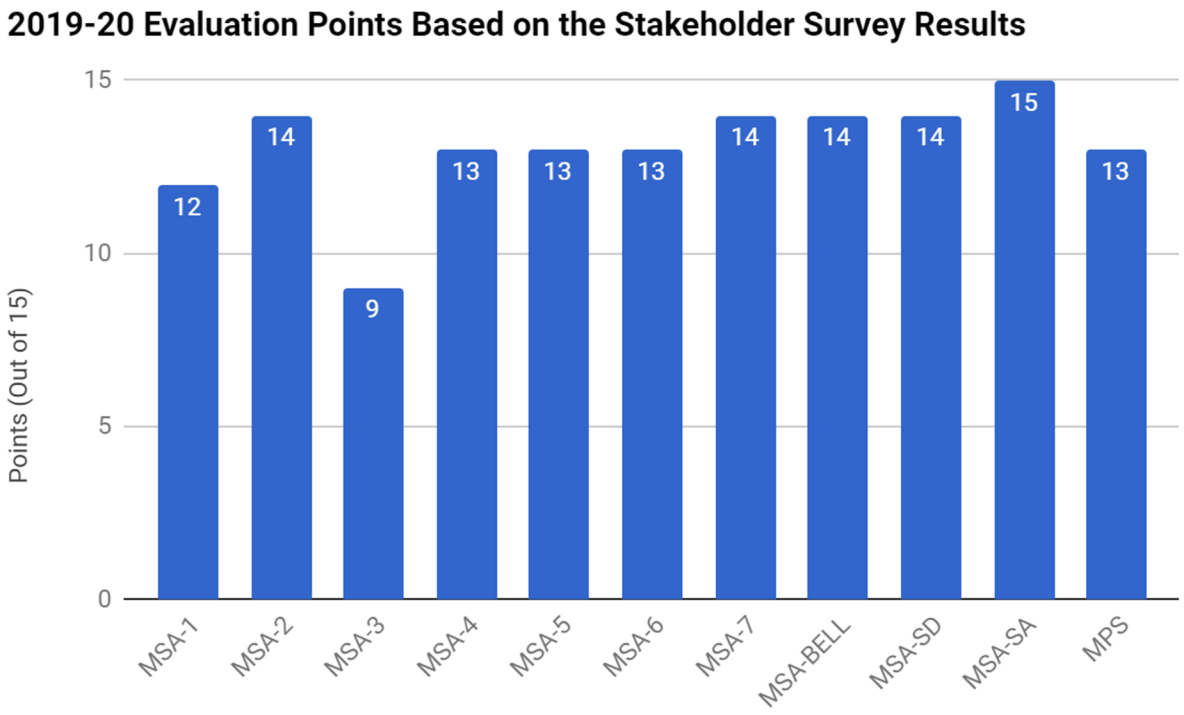
Example: A school with parent average approval rate of 75% in the current year and 63% in the prior year would earn its employees 5 points for parent voice on the end-of-year overall employee evaluation. Similarly, the same school with student average approval rates of 68% in the current year and 60% in the prior year would earn its employees 4 points for student voice. If staff average approval rate increased from 80% to 83% from the prior year, it would correspond to 4 points for staff voice. A total of 13 points (out of 15) would be used as the overall score for Student, Parent, and Staff Voices. *(For Home Office employees, overall MPS average approval rates are used.)*

Employees are expected to check their school's targets for student, parent, and staff average approval rates in their Local Control and Accountability Plans (LCAP).

School Evaluation Scores for the Current Year

MPS has calculated the survey portion of employee evaluations as described in the policy above. The following are 2019-20 evaluation scores for MPS. Using the methodology described above, the following are the evaluation scores for each MPS in 2019-20. **(Total points are out of 15.)**

AVERAGE APPROVAL Rates: 2019-20 vs. 2018-19													
	Student				Family				Staff				
	2018-19	**2019-20**	Change	Points	2018-19	**2019-20**	Change	Points	2018-19	**2019-20**	Change	Points	TOTAL
MSA-1	66%	**62%**	-4%	3	95%	**94%**	-1%	5	81%	**82%**	1%	4	**12**
MSA-2	63%	**70%**	7%	4	94%	**93%**	-1%	5	73%	**89%**	16%	5	**14**
MSA-3	56%	**54%**	-2%	2	91%	**84%**	-7%	4	69%	**65%**	-4%	3	**9**
MSA-4	58%	**64%**	6%	4	94%	**95%**	1%	5	71%	**75%**	4%	4	**13**
MSA-5	72%	**67%**	-5%	3	96%	**96%**	0%	5	93%	**91%**	-2%	5	**13**
MSA-6	70%	**68%**	-2%	3	96%	**99%**	3%	5	94%	**95%**	1%	5	**13**
MSA-7	75%	**74%**	-1%	4	98%	**98%**	0%	5	95%	**93%**	-2%	5	**14**
MSA-BELL	71%	**70%**	-1%	4	94%	**96%**	2%	5	86%	**88%**	2%	5	**14**
MSA-SD	53%	**62%**	9%	4	95%	**96%**	1%	5	85%	**90%**	5%	5	**14**
MSA-SA	59%	**72%**	13%	5	89%	**94%**	5%	5	72%	**86%**	14%	5	**15**
MPS	63%	**66%**	3%	3	94%	**94%**	0%	5	80%	**85%**	5%	5	**13**


2019-20 Evaluation Points Based on the Stakeholder Survey Results
Points (Out of 15)
15
10
5
0
12
14
9
13
13
13
14
14
14
15
13
MSA-1
MSA-2
MSA-3
MSA-4
MSA-5
MSA-6
MSA-7
MSA-BELL
MSA-SD
MSA-SA
MPS

Exhibits (Attachments)

- Panorama 2019-20 MPS Average Approval Rates by Question *(Student, Family, Staff)*
- Panorama 2019-20 MPS Detailed Survey Reports *(Student, Family, Staff)*
- MPS 2019-20 Stakeholder Survey Reflections *(one from each school)*

‹ Summary (/magnolia/understand/1290139/summary?project_id=10476#topic-scores-student)

Spring 2020
Secondary Student Survey

All questions

Based on **3,159** responses

How did students respond to each question?

Sorted by Question score ▾ () Highest to lowest ▾ ()

QUESTION › Been afraid of being beaten up?	**80%** responded favorably	▾ 1 from Spring 2019
QUESTION › Teachers give students a chance to take part in classroom discussions or activities.	**79%** responded favorably	▲ 4 from Spring 2019
QUESTION › This school clearly informs students what would happen if they break school rules.	**76%** responded favorably	▲ 1 from Spring 2019
QUESTION › Overall, I am satisfied and would recommend this school to other students.	**75%** responded favorably	▲ 2 from Spring 2019
QUESTION › My teachers work hard to help me with my schoolwork when I need it.	**75%** responded favorably	▲ 3 from Spring 2019
QUESTION › This school promotes academic success for all students.	**74%** responded favorably	▲ 2 from Spring 2019
QUESTION › This school makes it clear how students are expected to act.	**74%** responded favorably	▲ 3 from Spring 2019
QUESTION	**73%**	▾ 1

Need Help?

> Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.	responded favorably	from Spring 2019
QUESTION > Had your property stolen, or deliberately damaged, such as your car, clothing, or books?	**72%** responded favorably	▲ 4 from Spring 2019
QUESTION > Had sexual jokes, comments, or gestures made to you?	**71%** responded favorably	▲ 4 from Spring 2019
QUESTION > Students know what the rules are.	**71%** responded favorably	▲ 5 from Spring 2019
QUESTION > Rules in this school are made clear to students.	**71%** responded favorably	▲ 3 from Spring 2019
QUESTION > This school is a supportive and inviting place for students to learn.	**69%** responded favorably	▲ 1 from Spring 2019
QUESTION > Students know how they are expected to act.	**66%** responded favorably	▲ 2 from Spring 2019
QUESTION > I feel close to people at this school.	**64%** responded favorably	▲ 2 from Spring 2019
QUESTION > Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	**63%** responded favorably	▲ 1 from Spring 2019
QUESTION > Teachers go out of their way to help students.	**63%** responded favorably	▲ 3 from Spring 2019
QUESTION > How safe do you feel when you are at school?	**61%** responded favorably	▲ 1 from Spring 2019
QUESTION	**60%**	▲ 2

> Been made fun of because of your looks or the way you talk?	responded favorably	from Spring 2019	
QUESTION > Had mean rumors or lies spread about you?	**60 %** responded favorably	▲ **4** from Spring 2019	
QUESTION > Adults at this school treat all students with respect.	**59 %** responded favorably	▲ **2** from Spring 2019	
QUESTION > I feel safe in my school.	**59 %** responded favorably	▲ **2** from Spring 2019	
QUESTION > I feel like I am part of this school.	**54 %** responded favorably	▲ **1** from Spring 2019	
QUESTION > The teachers at this school treat students fairly.	**53 %** responded favorably	▲ **3** from Spring 2019	
QUESTION > I am happy to be at this school.	**53 %** responded favorably	▲ **1** from Spring 2019	
QUESTION > The school rules are fair.	**51 %** responded favorably	▼ **1** from Spring 2019	
QUESTION > All students are treated fairly when they break school rules.	**48 %** responded favorably	**0** from Spring 2019	
QUESTION > Students treat teachers with respect.	**36 %** responded favorably	▲ **4** from Spring 2019	

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‹ Summary (/magnolia/understand/1290139/summary?project_id=10476#topic-scores-student)

Spring 2020
Elementary Student Survey

All questions

Based on **238** responses

How did students respond to each question?

Sorted by Question score ▾ () Highest to lowest ▾ ()

QUESTION › Do teachers and other grown-ups at school treat students with respect?	**91%** responded favorably	▲ **12** from Spring 2019	
QUESTION › Overall, I am satisfied and would recommend this school to other students.	**88%** responded favorably	▲ **4** from Spring 2019	
QUESTION › Does this school clearly tell students what would happen if they break school rules?	**88%** responded favorably	▲ **10** from Spring 2019	
QUESTION › Do teachers treat students fairly at school?	**87%** responded favorably	▲ **13** from Spring 2019	
QUESTION › Do students know what the rules are?	**87%** responded favorably	▲ **10** from Spring 2019	
QUESTION › Are rules in this school made clear to students?	**86%** responded favorably	▲ **14** from Spring 2019	
QUESTION › Does this school help all students be successful in school?	**85%** responded favorably	▲ **3** from Spring 2019	
QUESTION	**85%**	▲ **4**	

Need Help?

> Do your teachers work hard to help you with your schoolwork when you need it?	responded favorably	from Spring 2019	
QUESTION > Do adults at school encourage you to work hard so you can be successful?	**82%** responded favorably	▲ **9** from Spring 2019	
QUESTION > Do students know how they are expected to act?	**81%** responded favorably	▲ **14** from Spring 2019	
QUESTION > Do you feel safe at school?	**80%** responded favorably	▲ **6** from Spring 2019	
QUESTION > Are the school rules fair?	**80%** responded favorably	▲ **7** from Spring 2019	
QUESTION > Do you feel like you are part of this school?	**79%** responded favorably	▲ **10** from Spring 2019	
QUESTION > Do other kids at this school ever tease you about the way you talk?	**79%** responded favorably	▲ **3** from Spring 2019	
QUESTION > Are you happy to be at this school?	**77%** responded favorably	▲ **6** from Spring 2019	
QUESTION > Do teachers go out of their way to help students?	**77%** responded favorably	▲ **4** from Spring 2019	
QUESTION > Do teachers give students a chance to take part in classroom discussions or activities?	**75%** responded favorably	▲ **6** from Spring 2019	
QUESTION > Do students treat teachers with respect?	**75%** responded favorably	▲ **5** from Spring 2019	
QUESTION	**73%**	▲ **5**	

> Do other kids steal or damage your things, like your clothing or your books?	responded favorably	from Spring 2019
QUESTION > Do other kids at this school ever tease you about what your body looks like?	**72 %** responded favorably	▲ **7** from Spring 2019
QUESTION > Do you feel close to people at school?	**70 %** responded favorably	▲ **11** from Spring 2019
QUESTION > Are students treated fairly when they break school rules?	**66 %** responded favorably	▲ **9** from Spring 2019
QUESTION > Are you afraid of being beaten up at school?	**59 %** responded favorably	▲ **6** from Spring 2019
QUESTION > Do other kids at school spread mean rumors or lies about you?	**54 %** responded favorably	▲ **6** from Spring 2019
QUESTION > Do other kids hit or push you at school when they are not just playing around?	**53 %** responded favorably	▲ **9** from Spring 2019

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‹ Summary (/magnolia/understand/1290139/summary?project_id=10476#topic-scores-guardian)

Spring 2020
Family Survey

All questions

Based on **2,871** responses

How did family members respond to each question?

Sorted by Question score ▾ () Highest to lowest ▾ ()

QUESTION
› I am a…
Unscored

QUESTION
› English Language Development (for children learning English)?
Unscored

QUESTION
› Special Education Program or has an Individual Education Plan (IEP)?
Unscored

QUESTION
› In what grade is your child?
Unscored

QUESTION
› What is your race or ethnicity?
Unscored

QUESTION
› Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?
Unscored

QUESTION
› How many years has your child been at this school?
Unscored

QUESTION
› School staff treats me with respect.
97% responded favorably
0 from Spring 2019

Need Help?

QUESTION › This school clearly informs students what would happen if they break school rules.	**96%** responded favorably	▲ 1 from Spring 2019
QUESTION › My child's background (race, ethnicity, religion, economic status) is valued at this school.	**96%** responded favorably	▲ 1 from Spring 2019
QUESTION › School staff is helpful.	**96%** responded favorably	0 from Spring 2019
QUESTION › This school provides high quality instruction to my child.	**96%** responded favorably	▲ 1 from Spring 2019
QUESTION › I feel welcome to participate at this school.	**95%** responded favorably	0 from Spring 2019
QUESTION › My child is safe on school grounds.	**94%** responded favorably	0 from Spring 2019
QUESTION › This school has high expectations for all students.	**94%** responded favorably	▼ 1 from Spring 2019
QUESTION › Overall, I am satisfied and would recommend this school to other parents.	**93%** responded favorably	▼ 1 from Spring 2019
QUESTION › School staff takes my concerns seriously.	**93%** responded favorably	0 from Spring 2019
QUESTION › School staff responds to my needs in a timely manner.	**92%** responded favorably	▼ 1 from Spring 2019
QUESTION › School staff welcomes my suggestions.	**92%** responded favorably	▼ 1 from Spring 2019
QUESTION		

My child is safe in the neighborhood around the school.	**88%** responded favorably	▼ **3** from Spring 2019	
QUESTION At this school, discipline is fair.	**88%** responded favorably	▼ **2** from Spring 2019	

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‹ Summary (/magnolia/understand/1290139/summary?project_id=10476#topic-scores-employee)

Spring 2020
Staff Survey

All questions

Based on **357** responses

How did teachers & staff respond to each question?

Sorted by Question score ▾ () Highest to lowest ▾ ()

QUESTION
› Are you a classroom teacher?
Unscored

QUESTION
› What is your role at this school? (Mark all that apply).
Unscored

QUESTION
› Migrant education students
Unscored

QUESTION
› Special education students
Unscored

QUESTION
› English language learners
Unscored

QUESTION
› How many years have you worked, in any position, at this school?
Unscored

QUESTION
› How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?
Unscored

QUESTION
› What is your race or ethnicity?
Unscored

Need Help?

QUESTION

> emphasizes helping students academically when they need it.	98 % responded favorably	▲ 2 from Spring 2019	
QUESTION > The school rules are fair.	97 % responded favorably	▲ 1 from Spring 2019	
QUESTION > is a supportive and inviting place for students to learn.	97 % responded favorably	▲ 2 from Spring 2019	
QUESTION > racial/ethnic conflict among students?	94 % responded favorably	0 from Spring 2019	
QUESTION > encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.	94 % responded favorably	0 from Spring 2019	
QUESTION > emphasizes teaching lessons in ways relevant to students.	94 % responded favorably	▲ 3 from Spring 2019	
QUESTION > promotes academic success for all students.	93 % responded favorably	▲ 2 from Spring 2019	
QUESTION > Students know what the rules are.	92 % responded favorably	▲ 8 from Spring 2019	
QUESTION > Students know how they are expected to act.	91 % responded favorably	▲ 11 from Spring 2019	
QUESTION > This school makes it clear how students are expected to act.	90 % responded favorably	▲ 9 from Spring 2019	
QUESTION > This school is a supportive and inviting place for staff to work.	90 % responded favorably	▲ 2 from Spring 2019	

QUESTION › sets high standards for academic performance for all students.	**90%** responded favorably	▲ 6 from Spring 2019
QUESTION › physical fighting between students?	**89%** responded favorably	0 from Spring 2019
QUESTION › Adults at this school treat all students with respect.	**89%** responded favorably	▲ 3 from Spring 2019
QUESTION › Overall, I am satisfied and would recommend this school to other educators.	**89%** responded favorably	▲ 4 from Spring 2019
QUESTION › This school promotes trust and collegiality among staff.	**88%** responded favorably	▲ 2 from Spring 2019
QUESTION › Rules in this school are made clear to students.	**86%** responded favorably	▲ 9 from Spring 2019
QUESTION › How many adults at this school support and treat each other with respect?	**86%** responded favorably	▲ 2 from Spring 2019
QUESTION › This school promotes personnel participation in decision-making that affects school practices and policies.	**84%** responded favorably	▲ 4 from Spring 2019
QUESTION › This school handles discipline problems fairly.	**79%** responded favorably	▲ 7 from Spring 2019
QUESTION › This school clearly communicates to students the consequences of breaking school rules.	**78%** responded favorably	▲ 10 from Spring 2019
QUESTION › harassment or bullying among students?	**74%** responded favorably	▲ 6 from Spring 2019

QUESTION

> This school effectively handles student discipline and behavioral problems.

72% responded favorably

▲ **13** from Spring 2019

QUESTION

> How many adults at this school feel a responsibility to improve this school?

71% responded favorably

0 from Spring 2019

QUESTION

> lack of respect of staff by students?

66% responded favorably

▲ **9** from Spring 2019

QUESTION

> How many adults at this school have close professional relationships with one another?

64% responded favorably

▲ **3** from Spring 2019

QUESTION

> disruptive student behavior?

47% responded favorably

▲ **9** from Spring 2019

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MPS

Secondary Student Survey
Spring 2020

Report created by
Panorama Education

MPS
Spring 2020 Student Survey, Secondary Student Survey

Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	**72%** ▲2 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset
Knowledge and Fairness of Discipline, Rules and Norms	**61%** ▲2 since last survey	20th - 39th percentile compared to others in the CORE Districts dataset
OVERALL SCHOOL EXPERIENCE	**75%** ▲2 since last survey	
Safety	**66%** ▲2 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset
Sense of Belonging (School Connectedness)	**57%** ▲2 since last survey	20th - 39th percentile compared to others in the CORE Districts dataset

3,159 responses

Climate of Support for Academic Learning

Your average

72%

3,159 responses

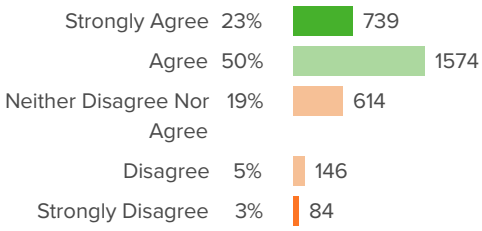
Change

▲ 2

since last survey

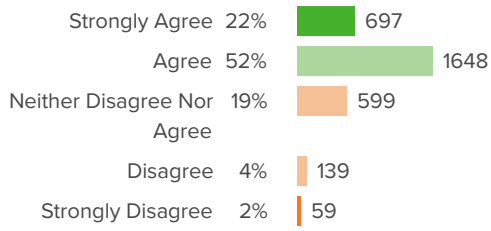
How did people respond?

Q.1: Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.



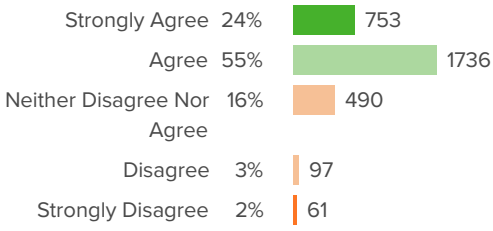
▼ 1 from last survey — Favorable: **73%**

Q.2: My teachers work hard to help me with my schoolwork when I need it.



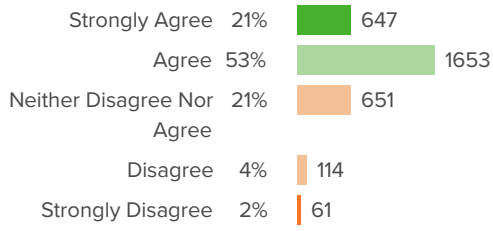
▲ 3 from last survey — Favorable: **75%**

Q.3: Teachers give students a chance to take part in classroom discussions or activities.



▲ 4 from last survey — Favorable: **79%**

Q.4: This school promotes academic success for all students.



▲ 2 from last survey — Favorable: **74%**

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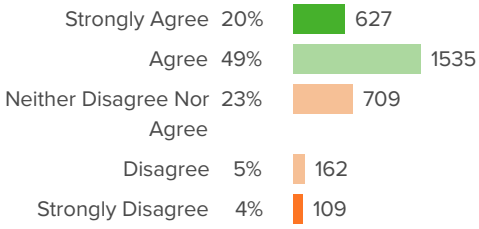
Spring 2020 Student Survey, Secondary Student Survey

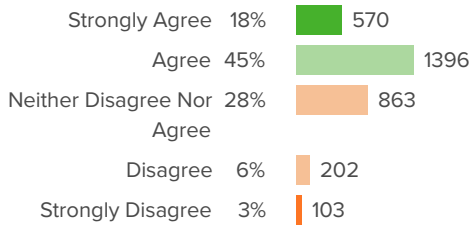
Q.5: This school is a supportive and inviting place for students to learn.



▲1 from last survey

Favorable: **69%**

Q.6: Teachers go out of their way to help students.



▲3 from last survey

Favorable: **63%**

Knowledge and Fairness of Discipline, Rules and Norms

Your average

61%

3,159 responses

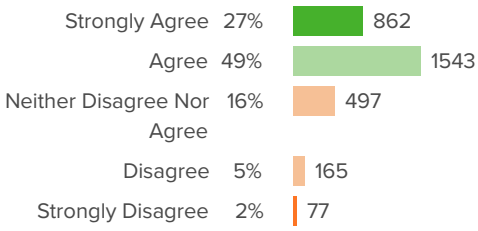
Change

▲ 2

since last survey

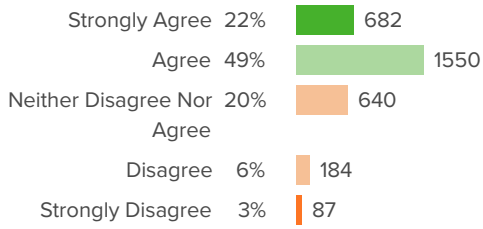
How did people respond?

Q.1: This school clearly informs students what would happen if they break school rules.



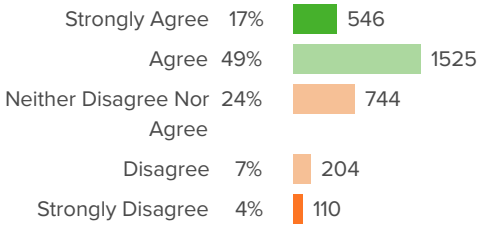
▲ 1 from last survey — Favorable: **76%**

Q.2: Rules in this school are made clear to students.



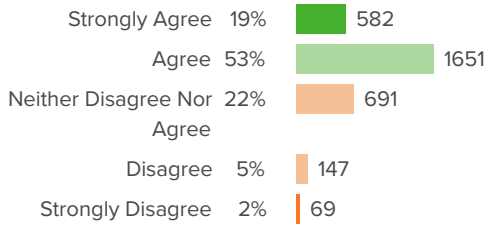
▲ 3 from last survey — Favorable: **71%**

Q.3: Students know how they are expected to act.



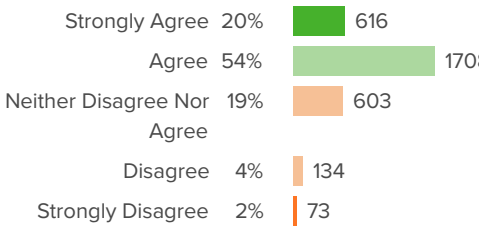
▲ 2 from last survey — Favorable: **66%**

Q.4: Students know what the rules are.



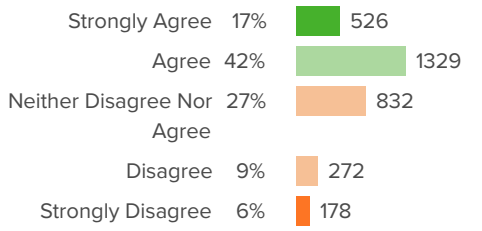
▲ 5 from last survey — Favorable: **71%**

Q.5: This school makes it clear how students are expected to act.



▲ 3 from last survey — Favorable: **74%**

Q.6: Adults at this school treat all students with respect.



▲ 2 from last survey — Favorable: **59%**

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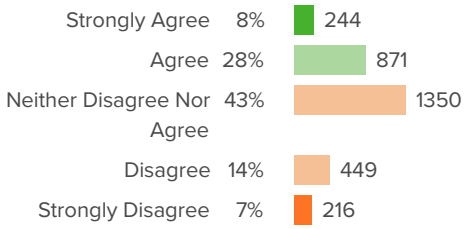
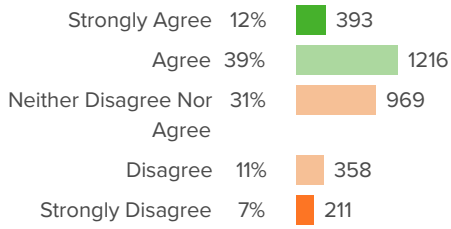
Q.7: Students treat teachers with respect.



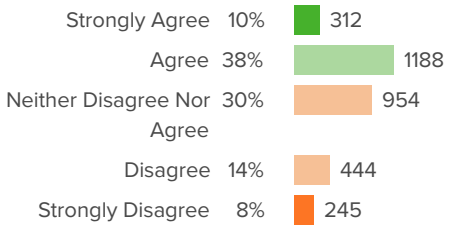
▲ 4 from last survey — Favorable: **36%**

Q.8: The school rules are fair.



▼ 1 from last survey — Favorable: **51%**

Q.9: All students are treated fairly when they break school rules.



▲ 0 from last survey — Favorable: **48%**

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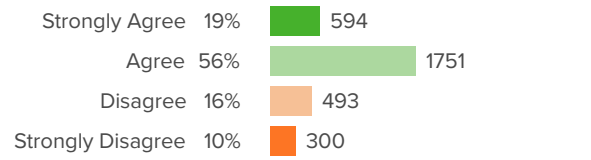
Spring 2020 Student Survey, Secondary Student Survey

OVERALL SCHOOL EXPERIENCE

Your average	Change
75%	▲ 2
3,159 responses	since last survey

How did people respond?

Q.1: Overall, I am satisfied and would recommend this school to other students.



▲ 2 from last survey Favorable: **75%**

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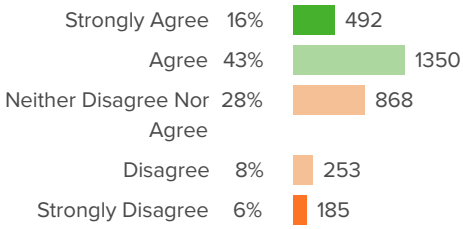
Spring 2020 Student Survey, Secondary Student Survey

Safety

Your average	Change
66%	▲ 2
3,159 responses	since last survey

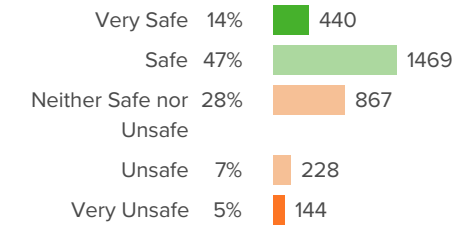
How did people respond?

Q.1: I feel safe in my school.



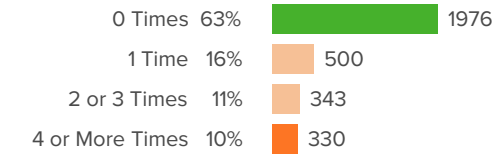
▲ 2 from last survey — Favorable: **59%**

Q.2: How safe do you feel when you are at school?



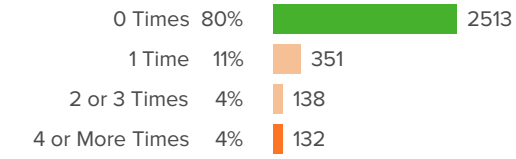
▲ 1 from last survey — Favorable: **61%**

Q.3: Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?



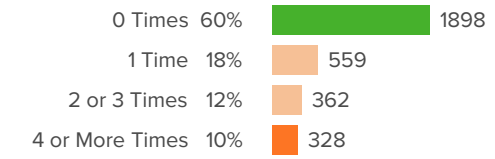
▲ 1 from last survey — Favorable: **63%**

Q.4: Been afraid of being beaten up?



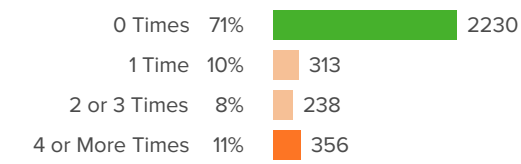
▼ 1 from last survey — Favorable: **80%**

Q.5: Had mean rumors or lies spread about you?



▲ 4 from last survey — Favorable: **60%**

Q.6: Had sexual jokes, comments, or gestures made to you?



▲ 4 from last survey — Favorable: **71%**

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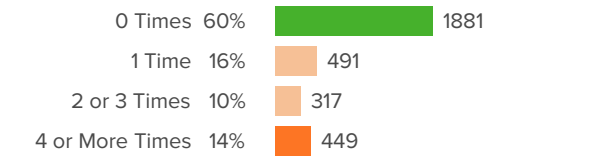
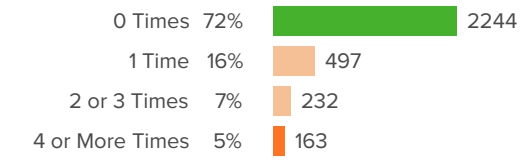
Q.7: Been made fun of because of your looks or the way you talk?



▲ 2 from last survey Favorable: **60%**

Q.8: Had your property stolen, or deliberately damaged, such as your car, clothing, or books?



▲ 4 from last survey Favorable: **72%**

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Sense of Belonging (School Connectedness)

Your average

57%

3,159 responses

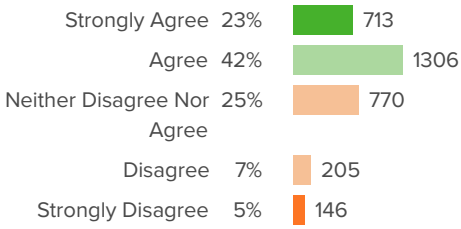
Change

▲ 2

since last survey

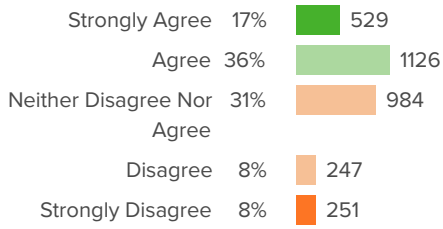
How did people respond?

Q.1: I feel close to people at this school.



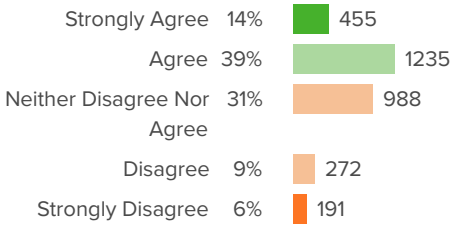
▲ 2 from last survey — Favorable: **64%**

Q.2: I am happy to be at this school.



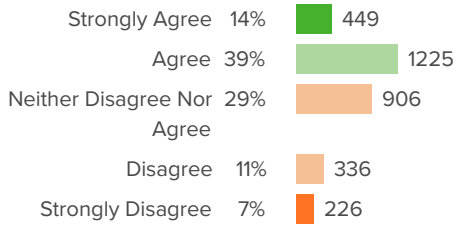
▲ 1 from last survey — Favorable: **53%**

Q.3: I feel like I am part of this school.



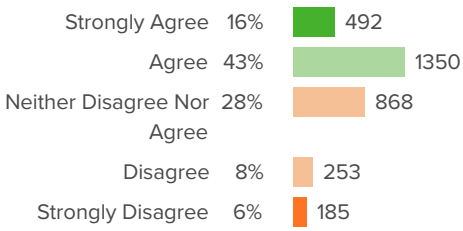
▲ 1 from last survey — Favorable: **54%**

Q.4: The teachers at this school treat students fairly.



▲ 3 from last survey — Favorable: **53%**

Q.5: I feel safe in my school.



▲ 2 from last survey — Favorable: **59%**

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Elementary Student Survey
Spring 2020

Report created by
Panorama Education

MPS
Spring 2020 Student Survey, Elementary Student Survey

Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	**81%** ▲ 5 since last survey	20th - 39th percentile compared to others in the CORE Districts dataset
Knowledge and Fairness of Discipline, Rules and Norms	**82%** ▲ 10 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset
OVERALL SCHOOL EXPERIENCE	**88%** ▲ 4 since last survey	
Safety	**67%** ▲ 6 since last survey	60th - 79th percentile compared to others in the CORE Districts dataset
Sense of Belonging (School Connectedness)	**79%** ▲ 10 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset

238 responses

Climate of Support for Academic Learning

Your average

81%

238 responses

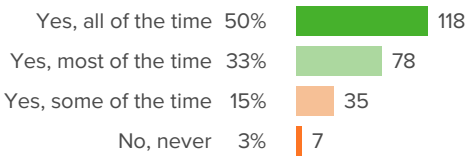
Change

▲ 5

since last survey

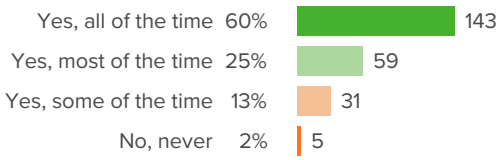
How did people respond?

Q.1: Do adults at school encourage you to work hard so you can be successful?



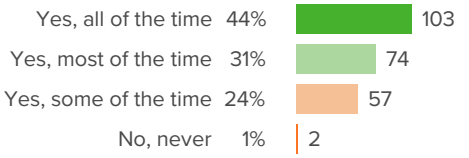
▲ 9 from last survey — Favorable: **82%**

Q.2: Do your teachers work hard to help you with your schoolwork when you need it?



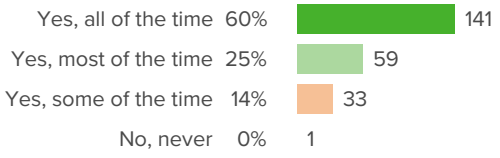
▲ 4 from last survey — Favorable: **85%**

Q.3: Do teachers give students a chance to take part in classroom discussions or activities?



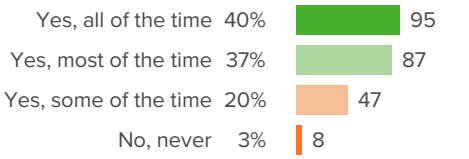
▲ 6 from last survey — Favorable: **75%**

Q.4: Does this school help all students be successful in school?



▲ 3 from last survey — Favorable: **85%**

Q.5: Do teachers go out of their way to help students?



▲ 4 from last survey — Favorable: **77%**

Knowledge and Fairness of Discipline, Rules and Norms

Your average

82%

238 responses

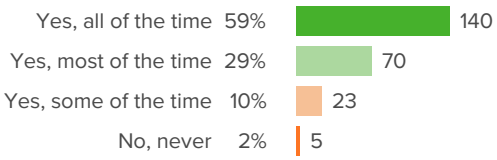
Change

▲ 10

since last survey

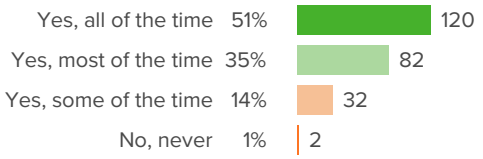
How did people respond?

Q.1: Does this school clearly tell students what would happen if they break school rules?



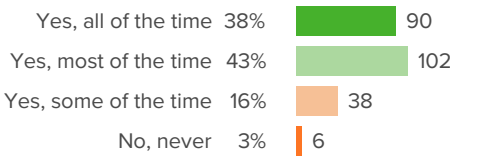
▲ 10 from last survey — Favorable: **88%**

Q.2: Are rules in this school made clear to students?



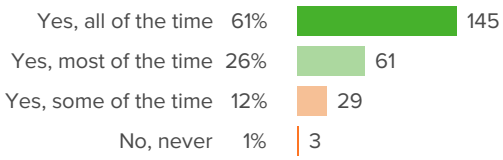
▲ 14 from last survey — Favorable: **86%**

Q.3: Do students know how they are expected to act?



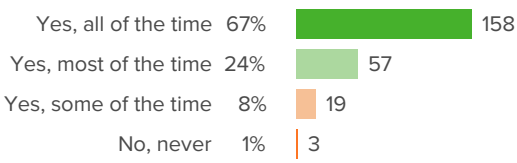
▲ 14 from last survey — Favorable: **81%**

Q.4: Do students know what the rules are?



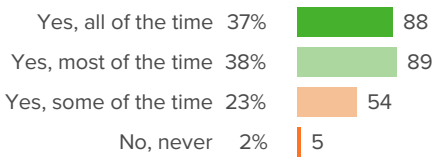
▲ 10 from last survey — Favorable: **87%**

Q.5: Do teachers and other grown-ups at school treat students with respect?



▲ 12 from last survey — Favorable: **91%**

Q.6: Do students treat teachers with respect?



▲ 5 from last survey — Favorable: **75%**

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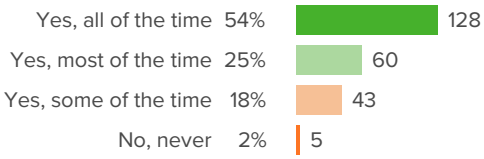
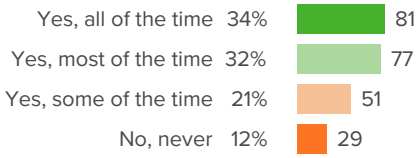
Q.7: Are the school rules fair?



▲ 7 from last survey

Favorable: **80%**

Q.8: Are students treated fairly when they break school rules?



▲ 9 from last survey

Favorable: **66%**

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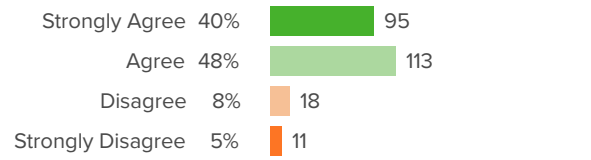
OVERALL SCHOOL EXPERIENCE

Your average	Change
88%	▲ 4
238 responses	since last survey

How did people respond?

Q.1: Overall, I am satisfied and would recommend this school to other students.



▲ 4 from last survey

Favorable: **88%**

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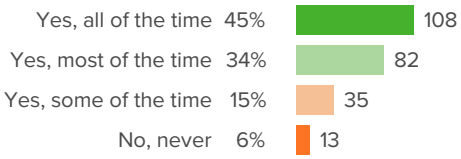
Safety

Your average	Change
67%	▲ 6
238 responses	since last survey

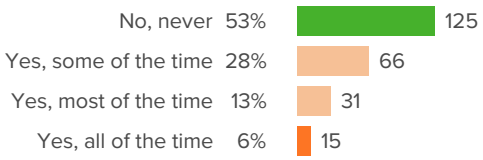
How did people respond?

Q.1: Do you feel safe at school?



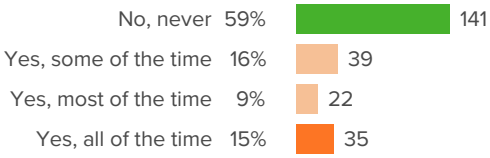
▲ 6 from last survey — Favorable: **80%**

Q.2: Do other kids hit or push you at school when they are not just playing around?



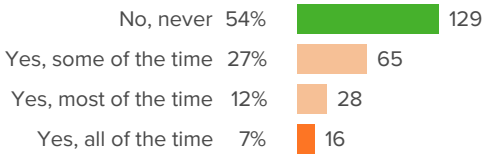
▲ 9 from last survey — Favorable: **53%**

Q.3: Are you afraid of being beaten up at school?



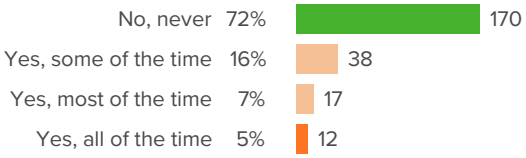
▲ 6 from last survey — Favorable: **59%**

Q.4: Do other kids at school spread mean rumors or lies about you?



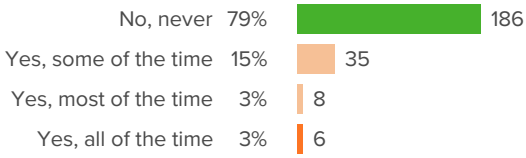
▲ 6 from last survey — Favorable: **54%**

Q.5: Do other kids at this school ever tease you about what your body looks like?



▲ 7 from last survey — Favorable: **72%**

Q.6: Do other kids at this school ever tease you about the way you talk?



▲ 3 from last survey — Favorable: **79%**

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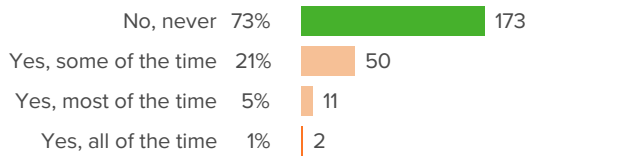
Spring 2020 Student Survey, Elementary Student Survey

Q.7: Do other kids steal or damage your things, like your clothing or your books?



▲ 5 from last survey

Favorable: **73%**

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Spring 2020 Student Survey, Elementary Student Survey

Sense of Belonging (School Connectedness)

Your average

79%

238 responses

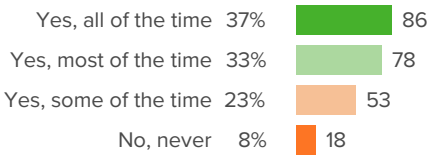
Change

▲ 10

since last survey

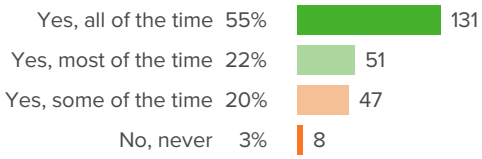
How did people respond?

Q.1: Do you feel close to people at school?



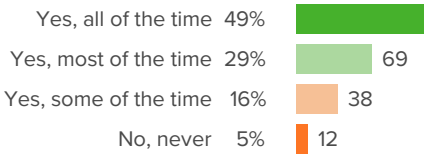
▲ 11 from last survey — Favorable: **70%**

Q.2: Are you happy to be at this school?



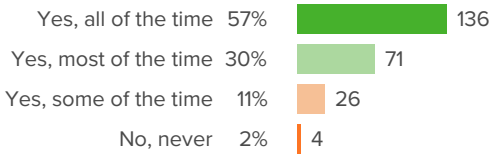
▲ 6 from last survey — Favorable: **77%**

Q.3: Do you feel like you are part of this school?



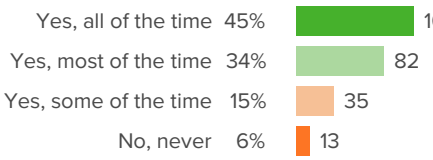
▲ 10 from last survey — Favorable: **79%**

Q.4: Do teachers treat students fairly at school?



▲ 13 from last survey — Favorable: **87%**

Q.5: Do you feel safe at school?



▲ 6 from last survey — Favorable: **80%**

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Family Survey
Spring 2020

Report created by
Panorama Education

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Spring 2020 Family Survey, Family Survey

Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	**95%** 0 since last survey	60th - 79th percentile compared to others in the CORE Districts dataset
Knowledge and Fairness of Discipline, Rules and Norms	**92%** ▼1 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset
OVERALL SCHOOL EXPERIENCE	**93%** ▼1 since last survey	
Safety	**91%** ▼2 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset
Sense of Belonging (School Connectedness)	**94%** ▼1 since last survey	60th - 79th percentile compared to others in the CORE Districts dataset

2,871 responses

Climate of Support for Academic Learning

Your average

95%

2,871 responses

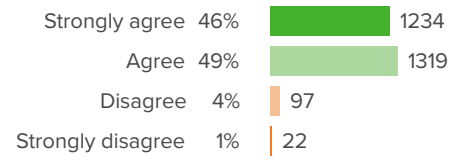
Change

0

since last survey

How did people respond?

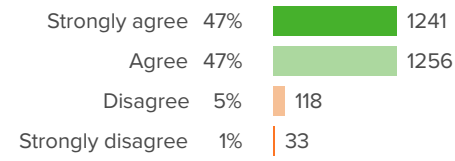
Q.1: This school provides high quality instruction to my child.



▲1 from last survey

Favorable: **96%**

Q.2: This school has high expectations for all students.



▼1 from last survey

Favorable: **94%**

Knowledge and Fairness of Discipline, Rules and Norms

Your average

92%

2,871 responses

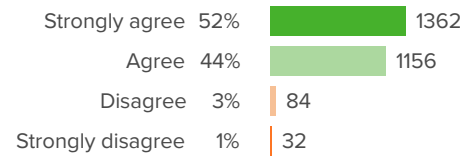
Change

▼ 1

since last survey

How did people respond?

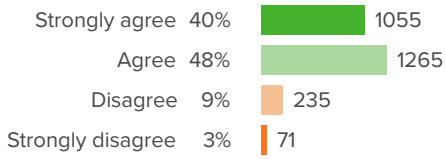
Q.1: This school clearly informs students what would happen if they break school rules.



▲ 1 from last survey

Favorable: **96%**

Q.2: At this school, discipline is fair.



▼ 2 from last survey

Favorable: **88%**

OVERALL SCHOOL EXPERIENCE

Your average

93%

2,871 responses

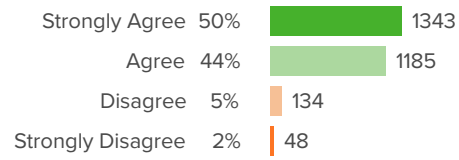
Change

▼ 1

since last survey

How did people respond?

Q.1: Overall, I am satisfied and would recommend this school to other parents.



▼ 1 from last survey

Favorable: **93%**

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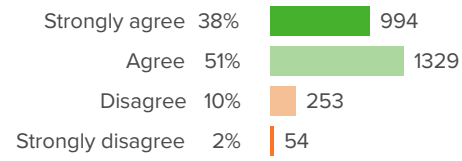
Spring 2020 Family Survey, Family Survey

Safety

Your average	Change
91%	▼ 2
2,871 responses	since last survey

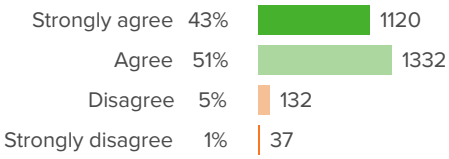
How did people respond?

Q.1: My child is safe in the neighborhood around the school.



▼ 3 from last survey — Favorable: **88%**

Q.2: My child is safe on school grounds.



▲ 0 from last survey — Favorable: **94%**

Sense of Belonging (School Connectedness)

Your average

94%

2,871 responses

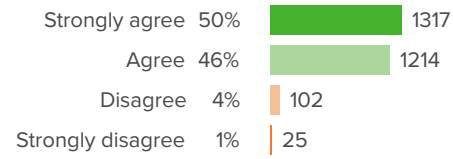
Change

▼ 1

since last survey

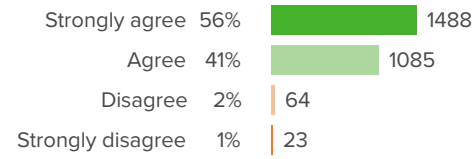
How did people respond?

Q.1: I feel welcome to participate at this school.



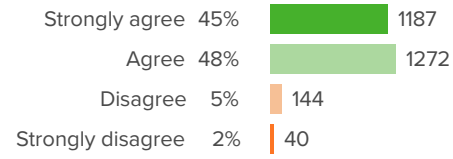
▲ 0 from last survey — Favorable: **95%**

Q.2: School staff treats me with respect.



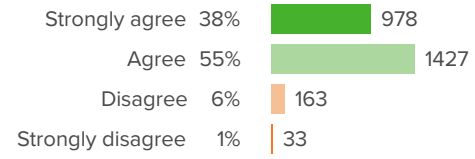
▲ 0 from last survey — Favorable: **97%**

Q.3: School staff takes my concerns seriously.



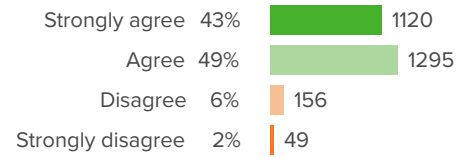
▲ 0 from last survey — Favorable: **93%**

Q.4: School staff welcomes my suggestions.



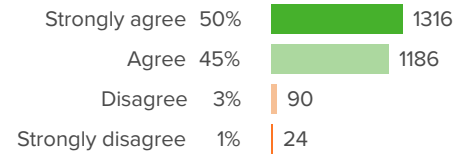
▼ 1 from last survey — Favorable: **92%**

Q.5: School staff responds to my needs in a timely manner.



▼ 1 from last survey — Favorable: **92%**

Q.6: School staff is helpful.



▲ 0 from last survey — Favorable: **96%**

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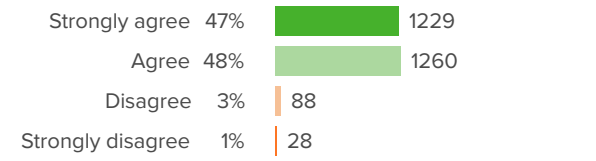
Spring 2020 Family Survey, Family Survey

Q.7: My child's background (race, ethnicity, religion, economic status) is valued at this school.



▲1 from last survey

Favorable: **96%**

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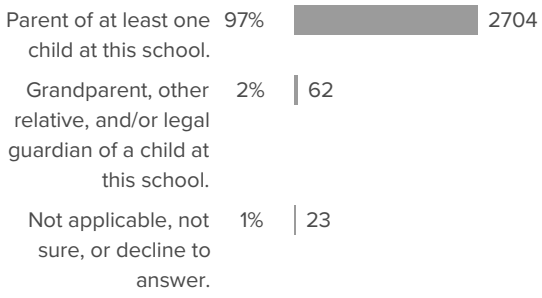
Spring 2020 Family Survey, Family Survey

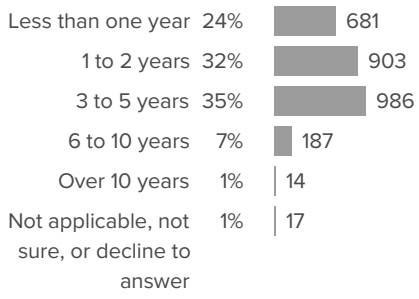
Background Questions

How did people respond?

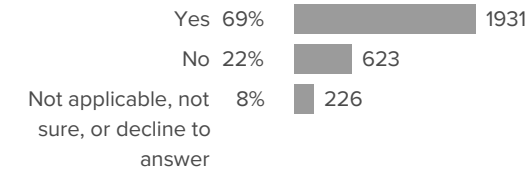
Q.1: I am a...



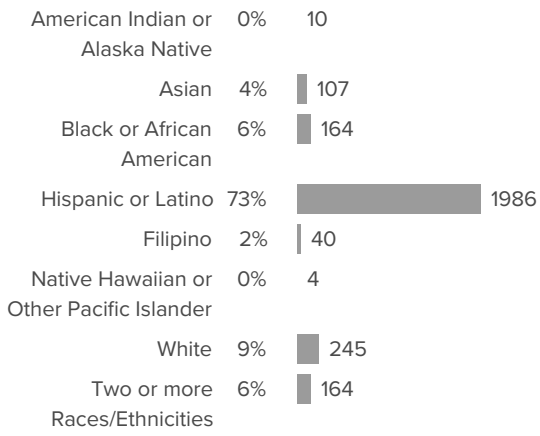
Q.2: How many years has your child been at this school?



Q.3: Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?



Q.4: What is your race or ethnicity?



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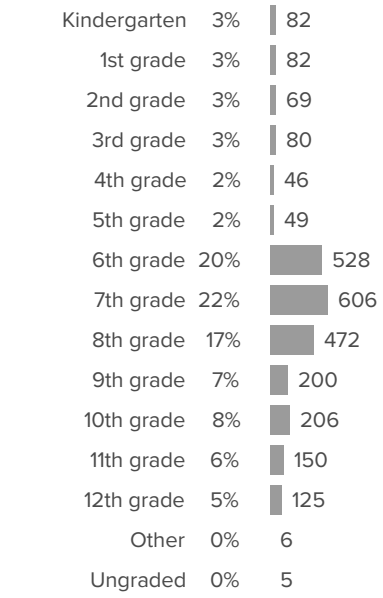
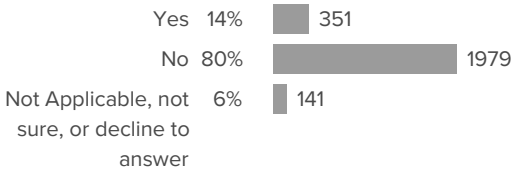
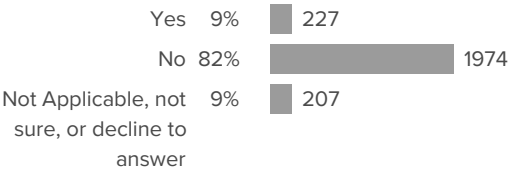
Q.5: In what grade is your child?



Q.6: Special Education Program or has an Individual Education Plan (IEP)?



Q.7: English Language Development (for children learning English)?



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Staff Survey
Spring 2020

Report created by
Panorama Education

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Spring 2020 Staff Survey, Staff Survey

Summary

Topic Description	Results	Benchmark
Climate of Support for Academic Learning	**94%** ▲ 2 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset
Knowledge and Fairness of Discipline, Rules and Norms	**86%** ▲ 8 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset
OVERALL SCHOOL EXPERIENCE	**89%** ▲ 4 since last survey	
Safety	**74%** ▲ 5 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset
Sense of Belonging (School Connectedness)	**81%** ▲ 3 since last survey	40th - 59th percentile compared to others in the CORE Districts dataset

357 responses

Climate of Support for Academic Learning

Your average

94%

357 responses

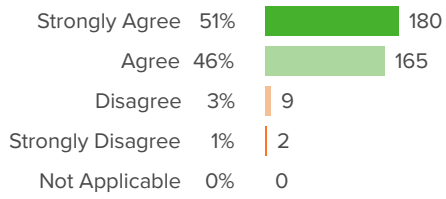
Change

▲ 2

since last survey

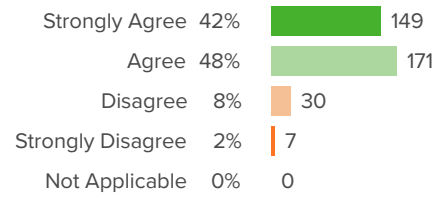
How did people respond?

Q.1: is a supportive and inviting place for students to learn.



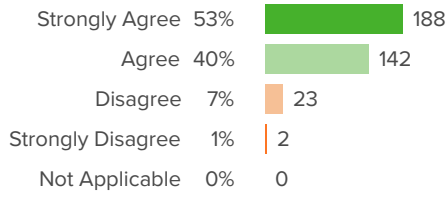
▲ 2 from last survey — Favorable: **97%**

Q.2: sets high standards for academic performance for all students.



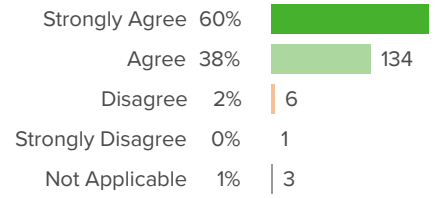
▲ 6 from last survey — Favorable: **90%**

Q.3: promotes academic success for all students.



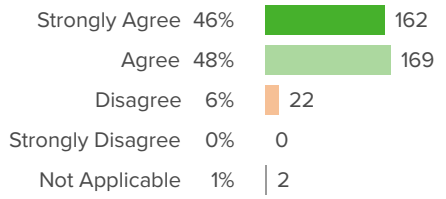
▲ 2 from last survey — Favorable: **93%**

Q.4: emphasizes helping students academically when they need it.



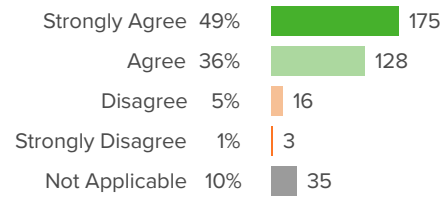
▲ 2 from last survey — Favorable: **98%**

Q.5: emphasizes teaching lessons in ways relevant to students.



▲ 3 from last survey — Favorable: **94%**

Q.6: encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.



▲ 0 from last survey — Favorable: **94%**

MPS
Spring 2020 Staff Survey, Staff Survey

Knowledge and Fairness of Discipline, Rules and Norms

Your average

86%

357 responses

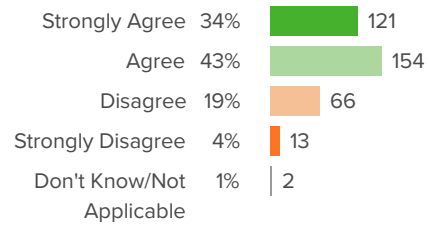
Change

▲ 8

since last survey

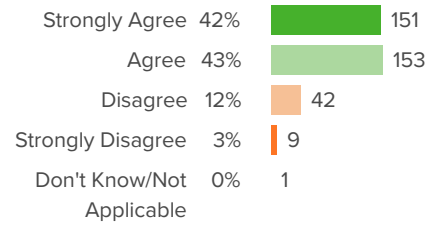
How did people respond?

Q.1: This school clearly communicates to students the consequences of breaking school rules.



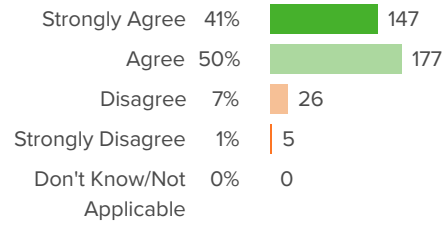
▲ 10 from last survey — Favorable: **78%**

Q.2: Rules in this school are made clear to students.



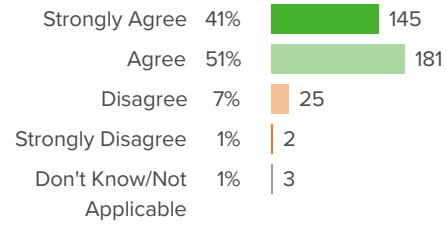
▲ 9 from last survey — Favorable: **86%**

Q.3: Students know how they are expected to act.



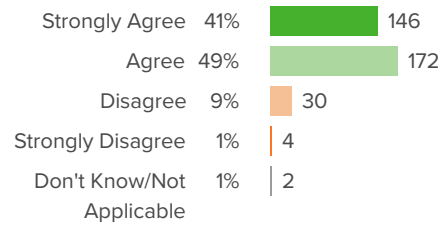
▲ 11 from last survey — Favorable: **91%**

Q.4: Students know what the rules are.



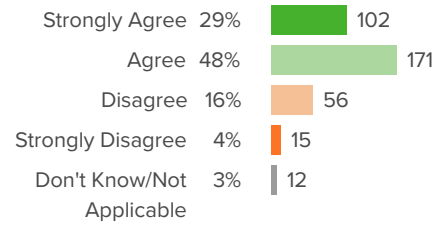
▲ 8 from last survey — Favorable: **92%**

Q.5: This school makes it clear how students are expected to act.



▲ 9 from last survey — Favorable: **90%**

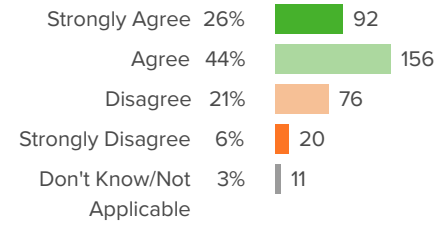
Q.6: This school handles discipline problems fairly.



▲ 7 from last survey — Favorable: **79%**

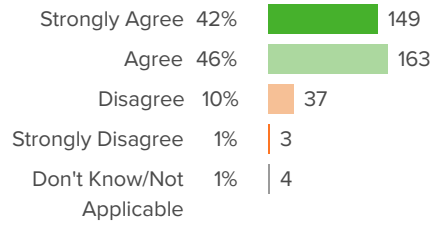
MPS
Spring 2020 Staff Survey, Staff Survey

Q.7: This school effectively handles student discipline and behavioral problems.



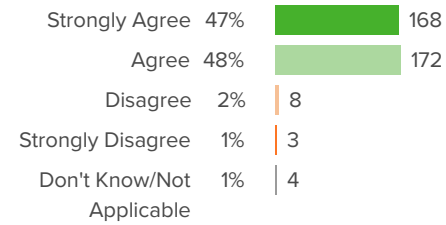
▲ 13 from last survey Favorable: **72%**

Q.8: Adults at this school treat all students with respect.



▲ 3 from last survey Favorable: **89%**

Q.9: The school rules are fair.



▲ 1 from last survey Favorable: **97%**

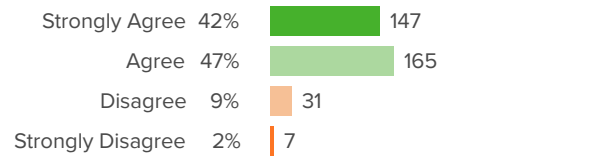
MPS
Spring 2020 Staff Survey, Staff Survey

OVERALL SCHOOL EXPERIENCE

Your average	Change
89%	▲ 4
357 responses	since last survey

How did people respond?

Q.1: Overall, I am satisfied and would recommend this school to other educators.



▲ 4 from last survey Favorable: **89%**

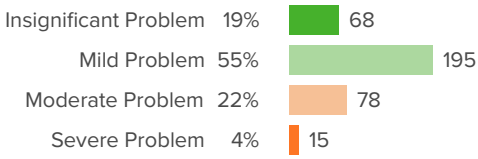
MPS
Spring 2020 Staff Survey, Staff Survey

Safety

Your average	Change
74%	▲ 5
357 responses	since last survey

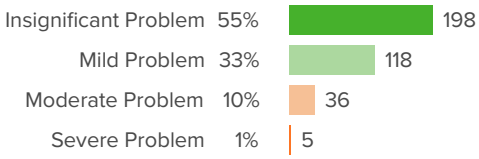
How did people respond?

Q.1: harassment or bullying among students?



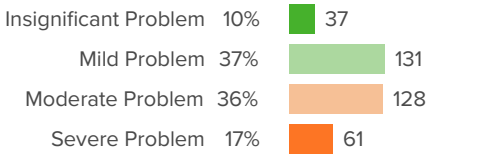
▲ 6 from last survey — Favorable: **74%**

Q.2: physical fighting between students?



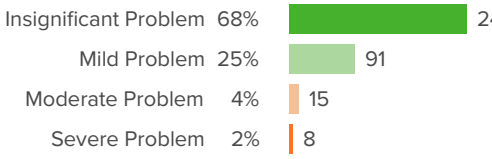
▲ 0 from last survey — Favorable: **89%**

Q.3: disruptive student behavior?



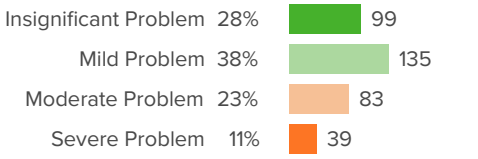
▲ 9 from last survey — Favorable: **47%**

Q.4: racial/ethnic conflict among students?



▲ 0 from last survey — Favorable: **94%**

Q.5: lack of respect of staff by students?



▲ 9 from last survey — Favorable: **66%**

Sense of Belonging (School Connectedness)

Your average

81%

357 responses

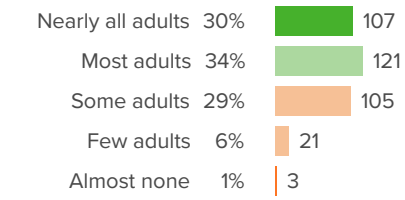
Change

▲ 3

since last survey

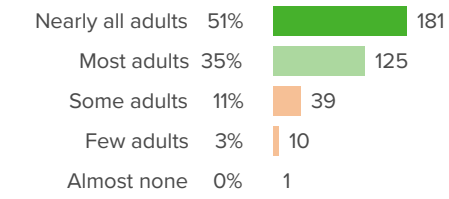
How did people respond?

Q.1: How many adults at this school have close professional relationships with one another?



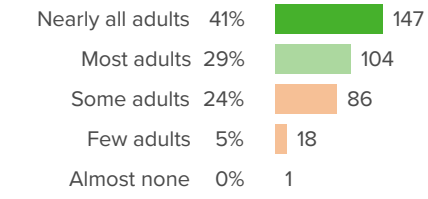
▲ 3 from last survey — Favorable: **64%**

Q.2: How many adults at this school support and treat each other with respect?



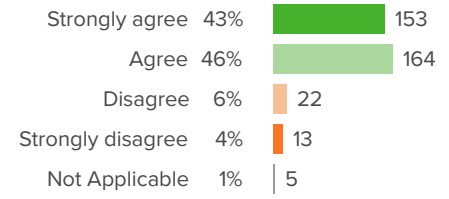
▲ 2 from last survey — Favorable: **86%**

Q.3: How many adults at this school feel a responsibility to improve this school?



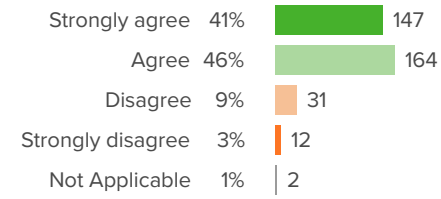
▲ 0 from last survey — Favorable: **71%**

Q.4: This school is a supportive and inviting place for staff to work.



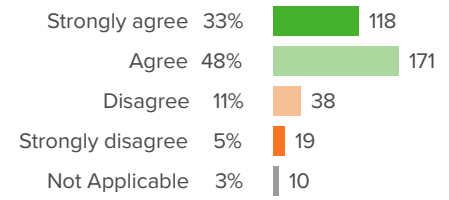
▲ 2 from last survey — Favorable: **90%**

Q.5: This school promotes trust and collegiality among staff.



▲ 2 from last survey — Favorable: **88%**

Q.6: This school promotes personnel participation in decision-making that affects school practices and policies.



▲ 4 from last survey — Favorable: **84%**

MPS
Spring 2020 Staff Survey, Staff Survey

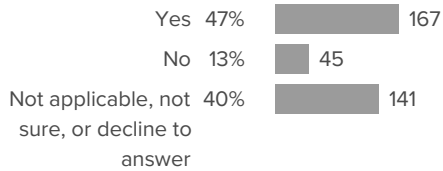
Background Questions

How did people respond?

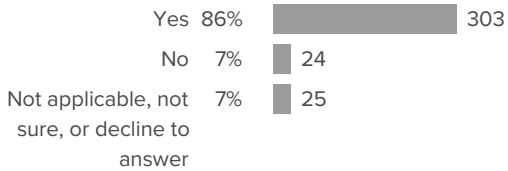
Q.1: What is your role at this school? (Mark all that apply).

Q.2: Are you a classroom teacher?

Q.3: Migrant education students

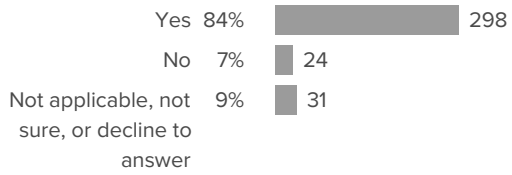


Q.4: Special education students

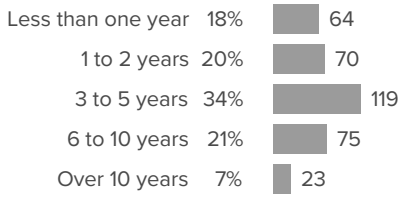


MPS
Spring 2020 Staff Survey, Staff Survey

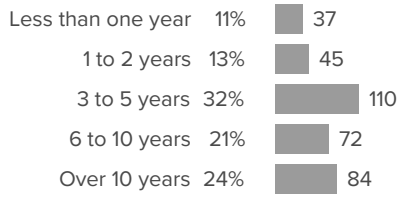
Q.5: English language learners



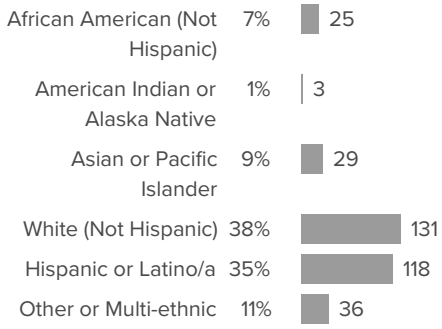
Q.6: How many years have you worked, in any position, at this school?



Q.7: How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?



Q.8: What is your race or ethnicity?



MAGNOLIA SCIENCE ACADEMY - 1

2019-20 STAKEHOLDER SURVEY REFLECTIONS

Introduction:

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

Annual stakeholder experience survey:

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

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

Some sample questions on the survey include:

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

Student SEL survey:

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

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

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

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

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2020 Survey Participation Rates:	91.4%	85.0%	100.0%
Spring 2019 Survey Participation Rates:	100.0%	72.0%	100.0%
Spring 2018 Survey Participation Rates:	93.2%	100.0%	97.6%
Change since Spring 2019: *(percentage points)*	-8.6%	+12.8%	0%
Next Year Survey Participation Targets:	≥83.0%	≥83.0%	≥83.0%

Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.

This year's survey reflects that while staff participation rates have remained the same, family participation rates have increased by 12.8%. However, student participation rates have decreased by 8.6%. We attribute the decrease in student participation rates to teachers being on leave. Two of our teachers were on FMLA leave at the time of the survey, and substitute teachers' struggled to administer the survey to all students.

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2020 Overall Satisfaction Rates:	62%	94%	82%
Spring 2019 Overall Satisfaction Rates:	66.0%	95.0%	81.0%
Spring 2018 Overall Satisfaction Rates:	72.0%	95.0%	89.0%
Change since Spring 2019: *(percentage points)*	-4.0%	-1.0%	+1.0%
Next Year Overall Satisfaction Targets:	≥80.0%	≥85.0%	≥85.0%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.

Our overall survey satisfaction rates reflect that compared to the 2018-2019 survey, student and family satisfaction rate has decreased by 4% and 1% respectively. Students report a need for better food, a bigger and better lunch area, a gym to do PE, and more elective offerings.

Families also expressed a need for better food. They do not seem to favor the school's uniform policy and think that students should be able to wear what they want. Additionally, parents are not happy with the neighborhood our school is located in and feel that it is unsafe. Finally, parents express a need for a gym, and more options for involvement in sports for their children.

Teachers are happy with the overall quality of education, inclusive learning environment, admin support, and family-like feeling. Overall, surveys reflect appreciation for admin being "clear, fair, and effective." Comments ranged from "We have a lot of dedicated teachers who care about student well being and success, and who are trying their best to give students a comfortable and safe place to learn" to "the school is small so it is easy to get to know the students." Additionally, staff surveys identified a "family like environment."

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	71%	20th-39th percentile	-4
Knowledge and Fairness of Discipline, Rules and Norms	56%	0th-19th percentile	-6
Safety	66%	40th-59th percentile	0
Sense of Belonging (School Connectedness)	51%	0th-19th percentile	- 5

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	97%	80th-99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	93%	40th-59th percentile	0
Safety	88%	20th-39th percentile	+1
Sense of Belonging (School Connectedness)	95%	60th-79th percentile	-2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	92%	40th-59th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	83%	40th-59th percentile	+ 3
Safety	82%	40th-59th percentile	+ 2
Sense of Belonging (School Connectedness)	71%	20th-39th percentile	+ 0

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

Average Approval Rates	Student	Family	Staff
Spring 2020 Average Approval Rates:	62%	94%	82%
Spring 2019 Average Approval Rates:	66.0%	95.0%	81.0%
Spring 2018 Average Approval Rates:	62.0%	91.0%	86.0%
Change since Spring 2019: *(percentage points)*	- 4.0	+-1.0	= 1.0
Next Year Average Approval Targets:	≥75.0%	≥83.0%	≥83.0%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
In examining our overall approval rating, our school has increased its staff overall approval by 1% from the 2018-19 school year. We were surprised to see a decrease in Student and Family approval ratings, and noticed that in the area of "Sense of Belonging (School Connectedness)" Family and Student approval had decreased. We felt surprised by this because our school has increased our outreach to parents (more PTF meetings, access to ParentSquare, and in our middle school, our Dean of Students has began to recognize student achievement through assemblies and awards). We think that the separation of middle and high school three months into the school year might have caused this drop, and disrupted our students' sense of belonging to a larger, family oriented campus.
Reflections: Successes Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)
Last year, parents, students, and staff expressed a need for improving security at our school site. We took their feedback and this year, we hired an additional security guard and part time campus aides to provide supervision during nutrition and lunch and oversee our campus safety. As a result, the approval ratings for Safety from families and Staff increased from last year, and we maintained our students' sense of safety rating at the school. We plan to maintain the success by utilizing our campus aides and security guard throughout the day.

Reflections: Identified Needs Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)
Despite making significant improvements to our school site (increased security, a new building for high school, a rooftop recreation area, more sports in our CIF program, a soccer program for middle school, a change in meal companies, and added electives) parents, students, and staff all feel that we need an enclosed gym with bleachers for sports, better food options for students, and more elective options. These areas continue to need our close attention as our school grows. Our school will continue to conduct surveys in order to gather feedback regarding our choice of food. We gathered a team of students that meet as a committee to examine food menus from our company and provide student input on meal choices for our administration. We have also added pizza as a meal option to be served on Thursdays (thin sliced for healthier option). We are also considering plans for a gym in the future. Next year, we would like to expand our CIF sport options and provide sports at the middle school level (aside from soccer). Our academic team is also examining our schedule next year to see if we can offer additional language options for electives.

Free-Response Findings:

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

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

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

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

We are extremely proud of the fact that all stakeholders value the extra support we provide our students to ensure they are receiving the best education. Based on our survey results, it is evident that students feel supported in their path to a good education. Student comments ranged from, “I like that it is a somewhat small school so that means teachers can pay more attention to the students,” to “When students have good behavior and attendance, we’re rewarded with awards and prizes which encourages others to do that too” to “I like how much the teachers care and their teaching methods.”Similarly, staff shared, “The school is small so it is easy to get to know the students,” to “I have a lot of control over my curriculum and the way I teach,” and “My job description and what’s expected of me as a teacher is fair.” Finally, Family comments ranged from “Staff is always nice,” to “I like the communication teachers have with us.” We will continue to support our teachers, students, and their families through outreach, personal support, and professional development for staff.

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

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

Based on our survey results, all stakeholders felt that we need to continue to improve our facilities to use space effectively, and even, expand to new spaces (like building a gym). We continue to involve students in our meal choices, and meet regularly in our planning for next year to discuss satisfaction with our vendors and potential changes to our food suppliers. Regarding school security, we will continue to utilize our aides and security guards to ensure effective supervision of students. Additionally, our school psychologist has been presenting health and safety information to benefit our students. She has trained and presented in the S.O.S. program, given information on internet/social media safety, and provided education to our students about bullying and how to report and stop bullying in schools. We will continue to implement these programs to ensure that our student population is informed about social issues that might cause students to feel unsafe at school.

WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? **(SUGGESTIONS)** Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?
Currently, we have no gym, which makes it difficult for teachers who teach PE, and for students who don't have the space to practice sports. Additionally, parents and students complained about the quality/variety of food choices we offer our students, and feel concerned that students have no designated cafeteria space.
NEXT STEPS Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?
• Facility-we will plan next year around the efficient use of space to help meet student and parent needs. (ex. using the new MPR for indoor activities) • Quality of Food- Select a student committee to provide feedback about meal options for the student body • Sports- Expand our California interscholastic Federation (CIF) Sports League to include additional sports. Offer middle school sport options besides soccer (which we added this year). • Sense of Connectedness- More assemblies recognizing students, continued parent communication via ParentSquare, and continued home visits.

MAGNOLIA SCIENCE ACADEMY - 2

2019-20 STAKEHOLDER SURVEY REFLECTIONS

Introduction:

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Annual stakeholder experience survey:

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

Some sample questions on the survey include:

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

Student SEL survey:

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

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

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

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

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

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2020 Survey Participation Rates:	99.3%	85.8%	100%
Spring 2019 Survey Participation Rates:	97.0%	103.4%	100%
Change since Spring 2019: *(percentage points)*	+2.3	-17.6	0
Next Year Survey Participation Targets:	≥80.0%	≥80.0%	≥80.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
Findings: Our Participation rates got even higher among students and remained 100% for staff. Although the participation rate decreased for parent stakeholders, it still remained high at over 85%. MSA-2 Family, Staff and Student generally showed high levels of survey participation. Students and staff took the survey at school. On the other hand, parents were asked to take the survey at home which required taking time out of their busy schedules. MSA-2 Families continue to participate in our annual survey at a high rate which is a healthy indicator of parent involvement.			

Overall Satisfaction Rates:

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

Overall Satisfaction Rates (Overall Score)	Student	Family	Staff
Spring 2020 Overall Satisfaction Rates:	70.0%	93.0%	89.0%
Spring 2019 Overall Satisfaction Rates:	63.0%	94.0%	73.0%
Change since Spring 2019: *(percentage points)*	+7.0	-1.0	+16.0
Next Year Overall Satisfaction Targets:	≥65.0%	≥80.0%	≥80.0%
Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If			

so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.
MSA-2 Family, Staff and Student generally showed high levels of satisfaction. Although our greatest area of need comes from our students since they have the lowest satisfaction rate out of the three stakeholder groups surveyed, student satisfaction rates increased by 7% over the past year. The specific areas of growth will be analyzed and new smart goals will be formulated. Staff survey results which showed the greatest percentage improvement out of the three stakeholder groups surveyed by increasing 16% over the past year will also be analyzed and addressed to help replicate such progress. Family satisfaction rates were the only stakeholder group to decrease over the past year. However, family satisfaction rates remained relatively constant from 2019 to 2020 with a decrease of only 1% and still remains high at a rate of 93%. Students: What do you like best about your school? "Sports program", "Safe, Small School", "Good Teachers that treat everyone fairly", "Teachers are hard-working", "Handle bullying and fix problems", "Students are treated with respect" Staff: What do you like best about your school? "Small size classroom; small family environment", "Staff support each other; respecting another", "Friendly and welcoming environment for all stakeholders" Families (What do you like best about your school? "Staff", "Teachers", "Small class and school size", "Communication with families", "Discipline procedures"

Average Approval Rates:

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

Topic 1: Climate of Support for Academic Learning;

Topic 2: Knowledge and Fairness of Discipline, Rules and Norms;

Topic 3: Safety;

Topic 4: Sense of Belonging (School Connectedness).

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

Topic 5: Growth Mindset;

Topic 6: Self-Efficacy;

Topic 7: Self-Management;

Topic 8: Social Awareness.

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	76%	60th-79th percentile	+6
Knowledge and Fairness of Discipline, Rules and Norms	66%	60th-79th percentile	+8
Safety	73%	60th-79th percentile	+7
Sense of Belonging (School Connectedness)	63%	60th-79th percentile	+7

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	95%	60th-79th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	92%	40th-59th percentile	-1
Safety	93%	60th-79th percentile	-3
Sense of Belonging (School Connectedness)	93%	60th-79th percentile	-1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	97%	60th-79th percentile	+12

Knowledge and Fairness of Discipline, Rules and Norms	83%	40th-59th percentile	+14
Safety	81%	40th-59th percentile	+19
Sense of Belonging (School Connectedness)	93%	80th-99th percentile	+19

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

Average Approval Rates (Overall School Experience)	Student	Family	Staff
Spring 2020 Average Approval Rates:	83.0%	93.0%	98.0%
Spring 2019 Average Approval Rates:	75.0%	93.0%	77.0%
Change since Spring 2019: *(percentage points)*	+ 8.0	0	+21.0
Next Year Average Approval Targets:	≥75.0%	≥80.0%	≥80.0%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
Students Survey Results on average approval rates increased by 8 percentage points from 2019 to 2020 with an average overall school experience rate of 83% in the most recent survey. **Family Survey Results** remained one of the highest of the three stakeholder groups surveyed for overall school experience rate at 93% with no change in overall average approval rating over the last year. **Staff Survey Results** showed the most significant increases of all of the surveyed stakeholder groups for overall average approval ratings, which increased by 21 percentage points over the past year for staff, with an ending approval rating of 98%.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Students Survey Results had increases across each of the four topics in this category from last year with an average of 6 to 8 percentage point increases and no decreases within averages in percentage favorable for all of the topics in this section. Knowledge and Fairness of Discipline, Rules and Norms showed the greatest increase from the previous year for students, which was 8 percentage points. This demonstrates a success in the area for students. Student Survey averages also showed a 6 point increase in Climate of Support for Academic Learning plus a 7 point increase in Safety. These are promising results with all of the social challenges students were exposed to over the past few years which include a suicide of one of our 12th-grade students two years ago as well as a 12th-grade student being shot off campus last year, both of which have had an impact on school culture.

Family Survey Results over the last year were high for each of the surveyed topics, with each topic being 92% or higher. The topic with the highest percentage favorable rating for family stakeholders was Climate of Support for Academic Learning, which maintained a 95% favorable rating for families.

Staff Survey Results showed the most significant increases of all of the surveyed stakeholder groups in this area across each of the four topics, which included increases ranging from 12 to 19 points and saw no decreases in percentage favorable ratings for topics. The greatest increases for staff came under the topic of Safety, which showed an increase in 19 percentage points over the last year, as well as the topic of Sense of Belonging (School Connectedness), which also increased by 19 points. These significant increases are successes which have come from taking tremendous amounts of staff feedback into consideration when making decisions for school improvement.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

- **Students-** 63% approval for Sense of Belonging (School Connectedness. Although it is the lowest percent topic for students, it was one of the highest percentage changes from 2019 survey results for students by still showing an increase of 7 percentage points over the last year.
- **Families-** The lowest approval area by families is Knowledge and Fairness of Discipline. 92% is still a high percentage, although it had a 1 percent decrease from last year. Further the topic which decreased the most for family stakeholders over the last year is Safety, which showed a decrease of 3%, yet which still remained a high percentage favorable rate of 93% for families.
- **Staff-** The greatest area of need stems from the 81% satisfaction from safety. Although it is the lowest percent topic for staff, it was the highest percent change from 2019 survey results, which included an increase of 19 percentage points over the last year for staff.

Free-Response Findings:

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

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

Findings Based on Free-Response Questions:

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

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

- Teachers support students academically and emotionally (student & family surveys)
- Strong communication with families (family survey)
- Staff support each other; respecting another (staff & family surveys)
- Discipline procedures/Handle bullying and fix problems/PBIS (student & family surveys)
- Sports program/CIF (student survey)
- Safe, small school /small size classroom; small family environment (student, family & staff surveys)

There was a great deal of positive success which was highlighted in the stakeholder survey results for MSA2 across family, staff and student stakeholder groups. Amongst the patterns which we are particularly proud were the above mentioned areas, including teachers support of students' academic and emotional needs, which was

mentioned across student and family stakeholder groups. In addition, all stakeholder groups mentioned the safe, small school, small size classrooms, and small family environment, which emphasizes how students, parents and staff all are drawn to MSA2 due to the small size. We will continue to work collaboratively across all stakeholder groups to sustain the positive areas mentioned here by stakeholders, and to seek new areas which can be improved upon during the upcoming school year.

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

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

- Lack of sports for girls (student survey)
- Lack of certain facilities, water fountain issue; library and sports facilities; restrooms are not enough (student & staff surveys)
- Teacher vacancies filled by substitutes (family surveys)
- Lunches; Vending machine taking money (student & family surveys)
- Discipline problems; Cell phone usage among students and bad language (staff surveys)

There are numerous patterns of aspects which stakeholders shared that they believe we can improve upon at MSA2. Amongst such areas are those mentioned above, including matters related to food, which was mentioned by students and families, as well as lack of facilities which was mentioned by students and staff. These areas of need create an opportunity to improve the school, and as such, are helpful tools to lead to continued school improvement.

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

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

- Expand sports programs to middle school students and CIF sports to girls (student & family surveys)
- Improve access to facilities (field, school entrance, staff lounge) (staff & family surveys)
- Less substitutes (staff surveys)
- Offer more student-centered clubs (student & family surveys)
- Offer better student meals (family survey)
- Follow-up on having clear consequences for disruptive students (cell phone usage among students, bad language, etc.) (student & family surveys)

NEXT STEPS

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

- Will partner up with Think Together to coordinate middle school sports, will survey high school students for sport interest (Girls Soccer, Girls Volleyball, etc)
- Propose a different drop off area for the morning, co-location shared use facility planning to include maximum usage of shared use facilities
- Continue to seek feedback from staff related to increasing morale in order to increase retention and attendance of teachers/staff
- Survey students, offer clubs based on student interest, monitor club attendance and make adjustments based on lack of student participation
- Look into alternative food options that are more satisfactory (check if Birmingham cafeteria can be used to prepare food, ask for food samples to be approved by families and students, have representatives from each grade level to select food for the upcoming month)
- Revisit PBIS system to create updated system for supporting with disciplinary issues

MAGNOLIA SCIENCE ACADEMY - 3

2019-20 STAKEHOLDER SURVEY REFLECTIONS

Introduction:

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

Annual stakeholder experience survey:

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

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

Some sample questions on the survey include:

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

Student SEL survey:

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

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

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

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

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2020 Survey Participation Rates:	93.7%	61.9%	97.8%
Spring 2019 Survey Participation Rates:	96.8%	100%	100%
Change since Spring 2019: *(percentage points)*	-3.1%	-38.1%	-2.2%
Next Year Survey Participation Targets:	≥85.0%	≥85.0%	≥85.0%

Findings: (Wright) What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.

MSA 3 declined in participation rates across all 3 stakeholder categories.

The Students and Staff categories saw small slippages in participation rates at -3% and -2% respectively. The Parent surveys took a very large loss at -38%. This is due to a transition in our admin team that caused us to shuffle some duties around and that caused the parent surveys to be started too late this year. Next year we must start distributing the surveys earlier to ensure the 85% participation target is met next year.

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2020 Overall Satisfaction Rates:	55%	76%	69%
Spring 2019 Overall Satisfaction Rates:	65%	90%	83%
Change since Spring 2019: *(percentage points)*	-10	-14	-14%
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%

Findings: (Thomas) What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.

In the overall satisfaction rates there was a decline of 10 % for overall satisfaction rate. The family overall satisfaction decreased by 38.1%.The staff overall satisfaction rate decreased 2.2%.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	60%	0th-19th percentile	- 3
Knowledge and Fairness of Discipline, Rules and Norms	51%	0th-19th percentile	- 2
Safety	59%	0th-19th percentile	+ 1
Sense of Belonging (School Connectedness)	44%	0th-19th percentile	- 3

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	84%	0th-19th percentile	- 9
Knowledge and Fairness of Discipline, Rules and Norms	79%	0th-19th percentile	- 9
Safety	88%	20th-39th percentile	- 4
Sense of Belonging (School Connectedness)	85%	20th-39th percentile	- 7

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	86%	0th-19th percentile	- 4
Knowledge and Fairness of Discipline, Rules and Norms	72%	20th-39th percentile	+ 7
Safety	39%	0th-19th percentile	-11
Sense of Belonging (School Connectedness)	56%	0th-19th percentile	- 11

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

Average Approval Rates	Student	Family	Staff
Spring 2020 Average Approval Rates:	54.0%	84.0%	65.0%
Spring 2019 Average Approval Rates:	56%	91%	69%
Change since Spring 2019: *(percentage points)*	- 2.0	-7.0	- 4.0
Next Year Average Approval Targets:	≥60.0%	≥90.0%	≥70.0%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
Our approval rates went down 2-6 points in categories. Parents approval rates declined significantly from 91% to 84%. Our parents had mixed concerns about the practices at our school. While some parents pinpointed specific issues in regards to discipline, other parents did not see it as pressing. Our student behavior data indicated that there is decline in discipline referrals. Parents need to be informed with data points about behavior and academics. In addition, parents were not as informed as expected in regards to California Dashboard. MSA-3 administrators need to invest in spending time with parents to explain the accountability process.
Reflections: Successes Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)
Based on the approval rates for each topic the strengths for the students approval rates were the Fun Friday's PBIS and student store. The family approved the small learning community and the communication to families. The staff approved of the school size and the pay and benefits.

Reflections: Identified Needs Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)
Students' greatest area of need is a sense of belonging. We will work on ways to build more school pride; however this might be difficult to increase because we are co-located and because we have historically had a high teacher turnover rate. Students do not feel connected to MPS therefore we will incorporate more collaborative events for students in conjunction with the Steam Expo. We will work with staff to ensure more activities are happening so more students feel connected. Our staff and parents main concern is the knowledge and fairness of discipline, rules and norms. We have several meetings, town halls, and provide handbooks to all stakeholders; however incorporating more PBIS instruction and providing more positive reinforcement activities as well as taking the time to review the handbook is our main goal for next year.

Free-Response Findings:

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

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

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?
• Students: Fun Friday, Student store, PBIS program, Like teachers and supportive • Parents: Small learning community, Excellent teachers, Communication to families • Staff: The size of the school, staff and students are able to form closer relationships, The pay and benefits, The dedication of staff to students

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

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

- Parents: Classroom Management, Communiciation, Lack of control, respect for teachers, Teacher retention
- Staff: Student behavior, lack of respect, student side is taken, work system to benefit, inconsistent discipline policy, lack of accountability
- Students: Yonder Pouches, Highly Qualified Teachers, Uniforms
- Patterns: The patterns are a lack of respect for teachers and classroom management.
- Gaps: The gaps that need to be improved are a lack of respect and classroom management.

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

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

- Improve rapport with Teachers and staff by increasing staff development opportunities.
- Increase Positive Behavior Support Programs for students.
- Create a more unified way to communicate with all parents.

NEXT STEPS

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

- Present to all stakeholders in May.
- Communication-5/7/19 -Discipline data, roles and duties, more clear discipline procedures
- Communication-Admin duties, events, important announcements-Hey Faculty-printed out
- Student engagement-Student Council to give recommendations to admin biweekly-rotate, visit advisory classes once a month.
- More focus on teacher training (especially new teachers) on classroom management -with new teachers only, and classroom visitation 30, 60, 90 days. Re-analyze department chair roles.
- Climate check-monthly with surveys- 1) Feedback once/month, 2) check-in with staff once a month (meeting schedule) 3) visibility of admin in classes.
- More in depth analysis for Academic and Behavior is needed. (teachers' not entering the grades on time? some students not being held to the same standards?) Academic Accountability- Intervention, Lesson Plans Check/Academic Improvement Plan for teachers and students. Shifting one position to Title 1 coordinator to focus on Academic Intervention/Failing students.
- Training and protocol(take a message, statement etc.) how to welcome parents and respond.

MAGNOLIA SCIENCE ACADEMY - 4

2019-20 STAKEHOLDER SURVEY REFLECTIONS

Introduction:

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

Annual stakeholder experience survey:

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

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

Some sample questions on the survey include:

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

Student SEL survey:

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

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

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

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

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

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2020 Survey Participation Rates:	96.9%	66.7%	100%
Spring 2019 Survey Participation Rates:	80.7%	18.1%	100%
Change since Spring 2019: *(percentage points)*	16.2	48.5	0
Next Year Survey Participation Targets:	≥90.0%	≥70.0%	≥90.0%

Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.

Our participation rates increased overall in all stakeholder categories.

Historically, MSA 4 always had low parent survey participation. As a team, we have effectively and consistently communicated with the parents to make sure parents have completed their survey. So as a result, we have improved the parent participation rate by 48.5 percent points. We also consistently follow up with teachers and students to make sure all of our students complete their surveys. We also improved our student survey participation rate by 16.2 percent points.

All of the students and staff surveys were completed online. On the other hand, 50% of parent surveys were completed on paper.

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2020 Overall Satisfaction Rates:	73%	96%	82%
Spring 2019 Overall Satisfaction Rates:	64%	93%	87%
Change since Spring 2019: *(percentage points)*	+9.0	+3.0	-5.0
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.
Our students showed an increase in our overall satisfaction rate. Many students are happy with the support that they received from teachers and the admin team. The student survey data also has shown that most of the students were satisfied with small school and classroom sizes. On the other hand, students raised concerns about poor quality instruction and classroom management. Students expect the school to organize more field trips and after school activities. The parent satisfaction rate slightly increased by 3 percentage points. In general, parents are happy with the support that their children receive from MSA 4. Most of the parents commented positively about the effective communication made by the teachers and administration. The parents are also satisfied with the healthy and positive school environment. Some parents suggested modifying the parent activity times in order to increase participation in parent related organizations. There was a 5 percent decline in teacher satisfaction rate. The common thread in what was liked least is our students' behavior and administrative process with poor student behavior. However, they still like the family feel and they are committed to our students' success. The teachers commented positively about the support they receive from the admin team. Some teachers stated that their voice is being heard in the decision-making process.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
The climate of Support for Academic Learning	71%	66-72nd percentile	+2
Knowledge and Fairness of Discipline, Rules, and Norms	60%	0 -61st percentile	+9
Safety	68%	66-72nd percentile	+5
Sense of Belonging (School Connectedness)	51%	0 -61st percentile	+0

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
The climate of Support for Academic Learning	97%	96-100th percentile	+2
Knowledge and Fairness of Discipline, Rules, and Norms	92%	92-93rd percentile	-4
Safety	94%	94-95th percentile	+3
Sense of Belonging (School Connectedness)	95%	94-95th percentile	+1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
The climate of Support for Academic Learning	85%	83-87th percentile	-4
Knowledge and Fairness of Discipline, Rules, and Norms	80%	75 - 82nd percentile	+14
Safety	65%	0-74th percentile	+8
Sense of Belonging (School Connectedness)	67%	0 - 74th percentile	-2

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

Average Approval Rates	Student	Family	Staff
Spring 2020 Average Approval Rates:	64.0%	95.0%	75.0%
Spring 2019 Average Approval Rates:	58.0%	94.0%	71.0%
Change since Spring 2019: *(percentage points)*	+8.0	+1.0	+4.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
MSA-4 has observed an increase in the area of our overall approval rating with all stakeholder groups. MSA -4 started the 2019-2020 school year with a significant change in its administration and teacher staff. This new team collectively implemented new school-wide policies to improve both academic and social-emotional outcomes for our students. We periodically assessed our current practices during parent, admin and staff meetings. MSA-4 Team diligently modified the practices depending on the criticism and suggestions that were gathered during these meetings. We also worked collaboratively with the home office support team to adjust our academic and discipline policies to support our students academically and behaviorally. We follow the current developments in MTSS and implement new strategies that are suitable for our school environment.
Reflections: Successes Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)
Successes: • MSA 4 improved its approval rate in all survey categories. • The highest jump observed in student approval rate with + 8 percent points which followed by a 4 percent points increase in staff approval rate. • We improved the parent participation +48.5 percent points. • In the 2019-20 school year, MSA 4 accomplished its highest parent participation rate as compared with the past four years. • Students' approval rate increased for Knowledge and Fairness of Discipline, Rules, and Norms by +9 percent points.

- MSA 4 maintained its parent approval rates in all survey categories with the 95% average approval rate.
- Staff approval rate increased for Knowledge and Fairness of Discipline, Rules, and Norms by +14 percent points.

Highest Approval Rates:

- Climate of Support for Academic Learning in all stakeholder survey categories.
    - Student survey: 71%
    - Parent survey: 97%
    - Staff Survey: 85%

Highest Increase in Approval Rate by Questions:

- Student survey: This school clearly informs what would happen if they break school rules by +19 percent points.
- Parent survey: My child is safe in the neighborhood around the school by +9 percent point.
- Staff Survey: This school handles student discipline and behavioral problems by +32 percent points.

We are most proud that we increased our overall approval rate in all stakeholder survey categories. We are also proud that there is a significant increase in Knowledge and Fairness of Discipline, Rules, and Norms and Safety in student and staff surveys. The survey results helped us notice that communication is very important to build positive and safe learning environments for all stakeholders. We will further analyze our survey results to continue building upon the strategies that are working.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Needs:

Sense of belonging is the category with the lowest approval rate. The sense of belonging to school can be described as the perception of students as individuals, respecting their existence, and supporting them in the social environment of the school.

As we analyzed the free student free responses, we encountered similar results. Students are not proud to be part of the MSA 4 community. We observed a similar result in the staff survey as well. Sense of belonging has been the biggest issue at MSA4 for several years now.

Low sense of belonging to the school, unfortunately, translates as low attendance, low preparation for school and low levels of obedience to school and classroom rules. From this viewpoint, the sense of belonging to school is the single most important topic that we will address as the greatest need for improvement for the next school year as it directly affects the other survey topic.

Next Steps:

1. Involving all stakeholders to create community norms.
2. Listening to students and teachers to share their experiences of feeling uncertain about their belonging to the school.
3. Emphasizing common purposes and ideals.
4. Organizing more professional development around culturally responsive teaching.
5. Organizing more community-building activities and involving students in the process.
6. Implementing more cooperative learning activities in which classrooms work together to achieve a common purpose.
7. Cultivating respectful, supportive relationships among students, teachers, and parents.

Free-Response Findings:

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

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

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain

or build upon that success?

Student Survey:

1. Friendly caring environment
2. Commitment to well being of students
3. Supports from the staff
4. CIF Basketball Team
5. Small school and classroom sizes

Family Survey:

1. Supports from the staff and their dedication and patience
2. Small school and classroom sizes which allows one on one attention
3. Family-like environment
4. Students enjoy the school
5. Communication

Staff Survey:

1. Small school and classroom sizes which allow everyone to support each other
2. Support from the admin team
3. Having a voice in adopting policies

Free responses showed that all stakeholders are happy to be part of a small and family-like environment. Many students and parents emphasized the support that students receive from teachers.

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

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

Student Survey:

1. Restrooms
2. School Meal Program
3. Poor quality of instruction
4. Poor classroom management
5. Low sense of safety
6. Uniform policy
7. Facilities

Parent Survey:

1. Parent activities schedule (time, day)
2. After school program (sports, music)
3. School meal program
4. Facility
5. Discipline
6. Cultural representation (African American)

Staff Survey:

1. Facility
2. The administrative process regarding discipline
3. Lack of parent support
4. Number of prep and underpaid compared to LAUSD

Facility and discipline is a common concern by all of the stakeholders. Improvement of the facility, discipline policies and classroom management are the areas that will need our close attention for the next school year.

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

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

Student Survey:

1. More after school activities and field trips
2. Facility improvement
3. Improvement of the meal program
4. More free dress (uniform policy)
5. Hiring quality teachers

Parent Survey:

1. Improvement of the meal program
2. More after school activities
3. More parent activities (English class)
4. Staff retention

Parent Survey:

1. Improvement of discipline policies and administrative processes regarding repeated poor behavior.

2. Implementation of more grade groups and department meetings.
3. More professional development around classroom management.
4. Facility improvement or moving to another location.
5. Payscale improvement to attract highly qualified teachers.

All of our stakeholders made suggestions regarding facility and discipline policy improvement. Many students made suggestions regarding hiring quality teachers. Teachers suggested more professional development around classroom management. In addition, some parents raised interest in attending parent activities, if we can adjust the times for the parent activities.

NEXT STEPS

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

1. Hiring a full-time dean of discipline.
2. Reevaluating and adjusting the discipline policies collaboratively with the teachers.
3. Organizing ongoing professional development for teachers to establish effective classroom management strategies.
4. Organizing meaningful field trips for students to access tools and environments that are not available at school.
5. Improving the implementation of the PBIS with the involvement of the teachers.
6. Replacing ineffective teachers while considering the teacher retention rate at the same time.
7. Improving the after school program to increase participation.
8. Getting parents' input to determine parent activities.

MAGNOLIA SCIENCE ACADEMY - 5

2019-20 STAKEHOLDER SURVEY REFLECTIONS

Introduction:

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

Annual stakeholder experience survey:

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

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

Some sample questions on the survey include:

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

Student SEL survey:

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

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

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

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

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

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2020 Survey Participation Rates:	100%	87.3%	100%
Spring 2019 Survey Participation Rates:	99.6%	100%	100%
Change since Spring 2019: *(percentage points)*	+.4	-12.7	0
Next Year Survey Participation Targets:	≥97.0%	≥85.0%	≥100.0%

Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.

We had a consistent participation rate for the 2019-20 school year for students and staff, yet we had a decline with our families. We implemented the same strategies as last year by creating many opportunities for everyone to participate.

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

For our stakeholders, the paper was a much more successful way to get stakeholders to participate. We encourage all students to get their parents`/guardians to take the survey either online or by paper. Most chose to do them by paper form instead of the online submissions, which was a struggle this year as we did not have enough extras for those that misplaced the paper surveys. This led to the decline in our participation with the families.

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2020 Overall Satisfaction Rates:	77%	97%	96%
Spring 2019 Overall Satisfaction Rates:	87.0%	97.0%	100.0%

Change since Spring 2019: *(percentage points)*	-10	0	-4
Next Year Overall Satisfaction Targets:	≥85.0%	≥95.0%	≥95.0%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.

Our overall satisfaction rate for our staff and parents continue to be above 95% approval rate. Unfortunately, our student satisfaction rate declined from 87% to 77%. When analyzing the student approval rate data, we noticed that we dropped the most when it comes to "Sense of belonging". In the free-responses students dislike uniform, the lack of a sports program and lockers. They also seem to voice that certain teachers have favorites and don't follow our consequence protocols. Parents have voiced concern over safety such as the lack of a security guard and how dangerous our location is getting.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	74%	40th-59th percentile	-7
Knowledge and Fairness of Discipline, Rules and Norms	68%	60th-79th percentile	-6
Safety	64%	20th-39th percentile	-1
Sense of Belonging (School Connectedness)	58%	40th-59th percentile	-8

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	98%	80th-99th percentile	+1
Knowledge and Fairness of Discipline, Rules and Norms	95%	60th-79th percentile	+1

Safety	93%	60th-79th percentile	-3
Sense of Belonging (School Connectedness)	97%	80th-99th percentile	+1

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	98%	80th-99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	96%	80th-99th percentile	-2
Safety	82%	40th-59th percentile	-1
Sense of Belonging (School Connectedness)	84%	80th-99th percentile	-5

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

Average Approval Rates	Student	Family	Staff
Spring 2020 Average Approval Rates:	67.0%	96.0%	93.0%
Spring 2019 Average Approval Rates:	72.0%	96.0%	91.0%
Change since Spring 2019: *(percentage points)*	-5.0	0	-2
Next Year Average Approval Targets:	≥65.0%	≥90.0%	≥90.0%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

Our average approval rates have declined with our students, yet stayed mostly the same with our parents and staff. We declined the most with student “sense of belonging” and student “climate of support”. We also declined in “sense of belonging” for our staff. There are many factors that come into consideration when it comes to climate and sense of belonging. We don’t have our own campus, we are unable to assign lockers to students, we don’t have CIF sports, etc. When we looked into the questions that did not score favorably, it seems that grades 9-11 seem to score less than other grades. As we continue to add highschool grade levels, the schools wants and needs continue to change and as always, MSA-5 continues to evolve for the better.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

In our student surveys, we improved greatly when it comes to students being bullied specifically physically or verbally. We also had a high score and continued our progress for students’ knowledge of school rules. Despite decreasing favorably by 5 points, we still scored 87% in favorability when it comes to knowing consequences for breaking school rules. Our parent survey satisfaction increased in almost every category. Our staff surveys remains at a high approval rate 96% despite dropping slightly in certain categories.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Parents mentioned safety as a concern. We need to hire or add more security presence. Students dislike uniforms and the lack of sports and lockers. We need to add more ways where students can get creative with their uniforms and seek their approval. We also are looking into adding CIF sports next year. Students are concerned over certain teachers being unfair. We need to have more admin presence in the classrooms, more opportunities for coaching and PD for our teachers. Staff shared the concern that we don't have enough time to bond with each other. We need to swap PD days with culture building time.

Free-Response Findings:

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

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

Findings Based on Free-Response Questions:

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

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

The Glows that showed in the free-response questions were rewarding to the MSA-5 staff. Seeing that our students appreciate the hard work and welcoming environment that the teachers put forth for them. Also, that many students continue to establish friendships with their peers and have opportunities to work with them..

For our families, their responses were just as rewarding as the students. Parents acknowledging accessibility to teachers, the small school environment, and educational model of the staff let us know they are comfortable with their child being supported by the school site.

The staff was great to see as well as they shared that they feel supported. Also, that they feel that their colleagues care. The staff is an instrumental part of the makeup of the school and is who spends the most time with the students, so it is important to see that they have positive feedback about the school.

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

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? **(GROWS)** Considering the free responses to this question, what areas for improvement emerged in each survey type: student, family, staff? Are there any patterns? What are areas that need your close attention? Are there any gaps, i.e., are there any areas that need to be improved for any student group?
The areas for improvement that emerged from the surveys were that all stakeholders commonly stated that they would like more space, extracurriculars, and classes. These areas are something that we will continue to develop and work on as we grow to a full 6th-12th grade school. For individual groups and their areas of improvement that were not consistent with each other, the students like the least uniforms and fairness on discipline. The families would like better more activities for parents and better drop off and pick up . Finally the staff would like an improvement with space and parking.
WHAT IS ONE SUGGESTION YOU WOULD LIKE TO OFFER TO IMPROVE YOUR SCHOOL? **(SUGGESTIONS)** Considering the free responses to this question, what suggestions for improvement emerged in each survey type: student, family, staff? Are there any patterns?
Again, space/facilities and more electives was a common response from all three groups. Some individual responses from students for improvement were to improve bias that teachers have towards certain students. For the families, they would like to see an improvement of safety with the surrounding community and the staff would like to see fewer PDs.
NEXT STEPS Which suggestions is the school planning to implement to improve the school? What steps will the school take to implement those suggestions?
The school is planning on offering more electives related for both middle and high school that will engage the students (i.e. Ethnic Studies). MSA-5 will continue their music program called, Jazz Empowers and our dance class, Hip Hop 101, to implement for middle school . In addition, we will continue to implement PBIS and our model of H.O.W.L. and are adding CIF sports for high school to improve our school culture and connectedness. Also, we will continue to strengthen our supports for our EL and immigrant students by adding more training to our staff on strategies that support these students.

MAGNOLIA SCIENCE ACADEMY - 6

2019-20 STAKEHOLDER SURVEY REFLECTIONS

Introduction:

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

Annual stakeholder experience survey:

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

Some sample questions on the survey include:

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

Student SEL survey:

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

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

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

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

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

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2020 Survey Participation Rates:	100	88.9	100
Spring 2019 Survey Participation Rates:	100	86.8	100
Change since Spring 2019: *(percentage points)*	+0	+2.1	0
Next Year Survey Participation Targets:	≥80.0%	≥80.0%	≥80.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
From last spring to this year, 2020, we have had 100 percent participation rates from students and staff (no change). We have seen an increase from 86.8 to 88.9 percent for family participation. We noticed that Spanish speaking parents prefer filling out paper surveys and we received more paper surveys than last year. We used our communication tool (ParentSquare) more often and sent multiple reminders as text messages, voicemails and emails. We also provided free dress passes to students once their parents submitted the surveys.			

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2020 Overall Satisfaction Rates:	68	99	95
Spring 2019 Overall Satisfaction Rates:	70	96	94
Change since Spring 2019: *(percentage points)*	-2	+3	+1
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%
Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.			

Students:

Students' satisfaction went down 2 points from 70 to 68. This may be because of the older students being disrespectful, rude, the school not being as clean as it should be, the food, or not having enough events.

Students did like the fact that the school was small and that they felt like they had teachers that cared for them. Students also like the PE class and having close friends to socialize.

Families:

Families were happy and overall satisfied with the school. They mentioned that they liked the teachers and that the staff was respectful. They also liked that the school and class sizes are small.

Staff:

Staff showed an increase of 1 percent from 94 to 95 percent satisfied. They liked the fact that their co-workers mostly got along with one another. They did mention that they want to utilize the staff meeting time to meet with their colleagues more, without the administration present. We have been implementing this as of second semester after our first semester wrap meeting.

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

It's small and everybody knows each other

Rewards for positive points

Teachers are nice and helpful

Vending machines

Tasteful uniforms.

Rules and discipline

Family-like

Good communication

Caring teachers

Support from other staff and admin

The safe, small, positive learning environment

Respectable and cooperative staff members

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

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	77	60-79th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	66	60th-79th percentile	0
Safety	66	40-59th percentile	-5
Sense of Belonging (School Connectedness)	63	60-79th percentile	0

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	99	80th-99th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	99	80th-99th percentile	0
Safety	100	80th-99th percentile	+2
Sense of Belonging (School Connectedness)	98	80th-99th percentile	-2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	100	80th-99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	100	80th-99th percentile	0
Safety	78	40th-59th percentile	-1

Sense of Belonging (School Connectedness)	97	80-99th percentile	+7

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

Average Approval Rates	Student	Family	Staff
Spring 2020 Average Approval Rates:	68	99.0%	95.0%
Spring 2019 Average Approval Rates:	70	96%	94
Change since Spring 2019: *(percentage points)*	-2	+3	+1.0
Next Year Average Approval Targets:	≥65.0%	≥90.0%	≥90.0%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
The overall approval rates from the students, staff, and families had a range of -2 to +1. Students: The biggest change for the students approval rate was under safety. It fell 5 points. This drop may be because of the increase in petty theft items and/or break-ins that we encountered. Families: Ironically, the parents biggest change was safety as well, with it increasing by 2 points. Parents may feel that we are doing our best to mitigate problems and have a good sense of security because of the private location and because our school is smaller. Also, per School Site Council decision, we installed an intercom system for the front door and had better control for visitors. Staff: The biggest change for the staff was the sense of belonging category. This increased by 7 points. We believe that there is a great team spirit among staff members and they collaborate well. They have been working well with one another for a few years now and are able to understand and help each other when needed.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Some of MSA-6's successes is that the school is supportive and an inviting place for students to learn and that teachers go out of their way to help students. Our goal to educate students is one of our primary goals and therefore the high mark from students is something that we should be proud of. The students know that the teachers care for them, that they are there for them, and that the school is small. PE was mentioned a multitude of times. Our PE teacher has really inspired a lot of our students' lives as well as our other teachers in their respective grades.

Families seem to be liking our school as well. They gave our school high marks for all categories. They really like the teachers; how they are helpful, caring and how they are outside when the kids play. They like the uniforms that the school implements, they also like the discipline as well.

The staff mainly focused on their relationship with one another. They wrote things like; co-workers, respect for one another, supportive team...etc. They also mentioned that the class sizes were a plus and the admin response time to inquiries as well.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

Students: From the survey the category that dropped the most was safety. As mentioned before, the amount of petty theft has increased this year from last year and break-in of the school property has also made us re-evaluate our safety protocols, securing our facilities better and informing our staff and students about the improvement to our security.

Other mentions were about the bathroom facility and the uniform policy.

Families: The families overall seem to be happy with the school. Some areas that dropped from last year were: School staff takes my concern seriously (-3) and School staff responds to my needs in a timely manner (-2).

Staff: From the staff survey, the main concern was about safety. The three sections that showed the most decline was in physical fighting, disruptives student behavior, and racial/ethnic conflict among students. From these three categories, the disruptive student behavior has the lowest overall percentage of 46%.

Free-Response Findings:

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

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

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family,

staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

- Welcoming and safe-positive learning environment
- Small school and class size with a family atmosphere
- Caring, highly motivated, and supportive teachers/administration
- Personalized and quality instruction
- Strong communication from and within the school

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

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

- Campus and bathroom cleanliness need to be improved.
- Improving PBIS and social emotional support (Older students being rude and misbehaving)
- Increasing campus security
- Increasing enrichment classes/programs such as art, music, robotics
- Improving after-school program and care programs
- Focusing on marketing regarding enrollment

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

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

Students: Students would like changes regarding the uniform policy, the bathroom facility, and better food. We will work on the upkeep of the bathroom facility with a new hire. We will also revisit the uniform policy to see what we can do to find a middle ground between students and staff. For the food, we work with an outside vendor that provides the food. They have been improving their food quality but students still complain.

Families: The security of the facility, food, and the phone systems are the areas of improvement that they mentioned in the free response section. The security will be addressed with more supervision and possibly more wifi cameras. The food will need to be addressed to the vendor. The phone system is a big concern for our school. We will continue to work with our IT, Rasul, to make sure our systems are working, however, it seems to always go down randomly.

Staff: The staff has mentioned that they would like to have another TA in the classes to help assist with students

who have IEP and other students as well. We will do our best to hire another TA for next school year.

They mentioned that they want to have more collaboration time with each other. We have already implemented this towards the latter part of the school year, before DL.

NEXT STEPS

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

- Continue to develop and implement PBIS strategies such as monthly recognition assemblies. Continue to find ways to reward students, free dress and certificates are great, but we need more. We want to possibly develop a healthy competition between grade groups/grades...etc.
- Working with the new custodial company/the new custodian in order to keep the campus clean, with the focus being the classrooms and bathrooms. Students will need to become accountable for the campus through PBIS. Improving the bathroom (renovation) will need to be through the landlord
- This year, we have made improvements on security by adding two more additional cameras and fixing our intercom system for the front door. They are working well. We can add more cameras to the schools' blind spots. In addition, we are planning to hire more staff members in order to help out with supervision anytime students are outside.
- To improve enrichment classes/elective classes/music classes/art classes. We will need to depend on the enrollment for hiring and providing these classes. We will continue to work on providing a well-rounded education via our after-school program.
- Focusing on our enrollment will become an all-year round campaign. We will continue to send out postcards, update our website, have community events (Multicultural Food Festival and career fair), and to continue our outreach to any other programs that may help increase our enrollment. We know that high enrollment will provide us more resources and services.

MAGNOLIA SCIENCE ACADEMY - 7

2019-20 STAKEHOLDER SURVEY REFLECTIONS

Introduction:

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

Annual stakeholder experience survey:

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

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

Some sample questions on the survey include:

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

Student SEL survey:

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

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

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

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

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

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2020 Survey Participation Rates:	98.2%	99.6%	90.3%
Spring 2019 Survey Participation Rates:	99.1%	83.3%	100%
Change since Spring 2019: *(percentage points)*	-0.9%	+16.3%	-9.7
Next Year Survey Participation Targets:	≥90.0%	≥90.0%	≥90.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
We dropped in our participation rate for our students and staff. Our family showed a significant increase of 16.3% in the survey participation rate. We believe that the amount of students and staff being sick and missing school and work have contributed to a lower participation rate in 2020. We also have one staff member who doesn't speak English so accessing and completing the survey is difficult due to the language barrier. Overall, more families participated via the paper survey compared to the email survey. Some did both which was difficult to monitor.			

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2020 Overall Satisfaction Rates:	89%	98%	93%
Spring 2019 Overall Satisfaction Rates:	89%	98%	95%
Change since Spring 2019: *(percentage points)*	0%	0%	-2%
Next Year Overall Satisfaction Targets:	≥90.0%	≥90.0%	≥90.0%
Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.			

We met our school wide goal of 90% overall satisfaction rates for all stakeholder groups, except students, which we missed by 1%. Comparing Spring 2019 and Spring 2020, there was no change with student or family overall satisfaction rates and a 2% decrease in staff overall satisfaction. There were many changes for our staff this year, the biggest being a new administration team. This leadership change brought the implementation of two new instructional programs, policy changes and/or reinforcements, and more accountability for the entire team. Change is difficult, especially so many at once so I attribute the 2% decrease to this.

Students:

- The staff cares for and helps students
- The cafeteria food needs to be better
- Stop taking playtime away

Parents:

- Opportunities for families to be involved
- Parking lot issues/traffic are a problem
- Playground/facility improvements needed

Staff:

- Small, supportive community that works as a team
- Lack of professionalism/cohesiveness of staff & administration
- More planning & prep time

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	78%	0th-19th percentile	-4
Knowledge and Fairness of Discipline, Rules and Norms	80%	40th-59th percentile	+3
Safety	62%	40th-59th percentile	-3
Sense of Belonging (School Connectedness)	76%	20th-39th percentile	0

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	98 %	80th-99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	97 %	80th-99th percentile	-1
Safety	99 %	80th-99th percentile	+1
Sense of Belonging (School Connectedness)	98 %	80th-99th percentile	0

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	100%	80th-99th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	95%	80th-99th percentile	-1
Safety	89%	60th-79th percentile	-5
Sense of Belonging (School Connectedness)	89%	80th-99th percentile	0

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

Average Approval Rates	Student	Family	Staff
Spring 2020 Average Approval Rates:	74%	98 %	93 %
Spring 2019 Average Approval Rates:	75%	98 %	95 %
Change since Spring 2019: *(percentage points)*	-1	0	-2
Next Year Average Approval Targets:	≥76.0 %	≥99.0 %	≥94 %

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
The changes in average approval rates from Spring 2019 to Spring 2020 were minimal. The student average approval rate dropped by 1%, the family's stayed the same, with no change, and the staff average approval rate declined 2%. With a change in leadership comes changes to policies and procedures, or a more consistent implementation of existing ones, so the slight decline in approval rates for students and staff could be attributed to this. We also had a lower staff participation rate which could have influenced the approval rate. We also had a challenging year with student discipline for 2nd-5th grade classes which I believe contributed to so many comments from all stakeholders regarding fair and consistent discipline and a lack or respect by students.
Reflections: Successes Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)
Strengths/Successes: -Students approval rating for Knowledge and Fairness of Discipline, Rules and Norms increased 3 points since last year -Family approval rating for Safety increased 1 point since last year -Staff maintained an approval rating of 100% for the topic Climate of Support for Academic Learning **Highest Approval Rates:** The topics with the highest approval rates were Climate of Support for Academic Learning and Knowledge and Fairness of Discipline, Rules and Norms. We found this interesting since there were so many free response questions related to a need for improvements in discipline. Along those same lines, there were several free response comments by all stakeholders about feeling like they were part of a family and a connected community,

however the approval rating for Sense of Belonging (School Connectedness) was rather low for students and staff.

Most Proud:

We are most proud that all our stakeholders approve positively of our Climate of Support for Academic Learning. We take great pride in the amount of academic and SEL support that is given to all of our students and have worked hard this year to implement even more programs to provide this support, such as, ELD groups, Guided Math, and an almost completely push-in model for SPED and ELD services.

Maintain or Build Upon:

We will continue to build upon this climate of support by having meaningful reflection conversations with staff in order to get a clear and true understanding of how these new programs and changes helped or didn't and what can we do to adjust for next year. We would also like an opportunity to speak to the students directly about what helped them the most this year, it's often easier for them to verbalize these things, rather than answering a survey.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

-Climate of Support for Academic Learning:

The student approval rating for this topic dropped by 4 points and was the lowest of the three stakeholder groups (78%). We honestly believe that many of the students did not fully understand what the questions under this topic were asking. For example, during the survey, several students asked about the question, "Do teachers go out of their way to help students?" They had a hard time understanding what "go out of their way" means and how this term is connected to support. This misunderstanding can affect the responses.

-Knowledge and Fairness of Discipline, Rules and Norms:

Although this was an area of concern for the free responses comments, the approval ratings were still rather high for all stakeholder groups for this topic. There was even a 3 point increase for students this year. There was a 5 point increase for students agreeing that students know the rules and a 9 point increase agreeing that they know how they're expected to act. There was a slight decrease by parents (3 points) and staff (3 points) in the question regarding discipline being fair

-Safety:

The low ratings for Safety by students and staff was alarming for us and something that we will look further into in order to address. We work hard to ensure our students, staff, and families feel safe at our school so we plan to discover more information about this and address accordingly. This was also the area where we saw the biggest drop, with a 5 point decrease in staff approval rating. And an alarming 18 point decrease for students stating they're afraid of being beaten up at school. We had no incidents of physical violence among students this year so we're not sure why this is such a fear among the students.

-Sense of Belonging (School Connectedness):

This topic was our second lowest approval rating area with students, 76%, families, 98% and staff, 89%. We found this interesting since there were so many free response questions related to a need for improvements in discipline. Along those same lines, there were several free response comments by all stakeholders about feeling like they were part of a family and a connected community, however the approval rating for this area was rather low for students and staff. The most concerning item was the staff survey question, "This school is a supportive and inviting place for staff to work" dropped 6 points. We have worked hard this year to make our staff feel they are supported and valued so this drop is concerning.

Free-Response Findings:

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

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

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?
▪ The staff cares for and helps students (students & families) ▪ Opportunities for families to be involved (families) ▪ Small, supportive community that works as a team (families & staff) ▪ Inclusion of all students (families & staff)

- Quality education my child receives (families)

Patterns:

All stakeholders mentioned how the school feels like a family and is small and supportive. An inclusive and quality education was also discussed multiple times.

Most Proud:

We are most proud of the high number of free responses that highlighted our staff members and team. Repeatedly stakeholders talked about our hard working staff, supportive community, and family-feel environment.

Maintain or Build Upon:

Continue giving our stakeholders opportunities to be involved and heard all throughout the school year, not just on a survey once a year. Continue holding events for all to participate in and valuing all ideas and suggestions that are heard.

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

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

- Facility need repairs and more space (families & staff)
- School meal program (students & families)
- Issues with parking lot (families)
- Students not following rules/discipline not fair (students, families, & staff)
- Not enough support - prep time, copies, etc. (staff)

Patterns:

All stakeholders mentioned how the facility needs improvements and growth, although some also highlighted the changes that have already occurred. All stated that discipline needs to be improved and more consistent and that the students need to respect each other and staff more.

Areas Needing Close Attention:

Student discipline and respect need to be looked at and addressed more closely. Also ensuring that all staff members feel valued, heard, and have the time and support they need.

Gaps:

Ensuring that all students feel safe, respected, and included, especially in the upper grade level classes.

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

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

- Facility need repairs and more space (families & staff)
- School meal program (students & families)
- Issues with parking lot (families)
- Students not following rules/discipline not fair (students, families, & staff)
- Not enough support - prep time, copies, etc. (staff)

Patterns:

All stakeholders mentioned how the facility needs improvements and growth, although some also highlighted the changes that have already occurred. All stated that discipline needs to be improved and more consistent and that the students need to respect each other and staff more.

NEXT STEPS

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

Although it is important to acknowledge and take all suggestions into consideration, we have chosen five that we would like to put the most focus and attention into. These five were selected due to the number of times they were mentioned in the surveys, them being a concern for us as well, and our ability to actually implement change. For example, a parent requested that we build a school library but we already have one so this would not be something we choose to focus on. Or the student who requested pizza be served everyday, we know that is not a possibility. Below are the five we have selected and the steps we will take to address them:

- **Facility Improvements and Growth** - Continue working with home office staff to complete existing facility improvement projects, such as, painting the playground equipment, painting the school cafeteria,replacing broken windows, painting classrooms, etc. In addition to facility improvement projects, we will continue to hold conversations with all required stakeholders on possible growth opportunities for our campus
- **School Meal Improvements** - the quality of our current school meals was brought up multiple times by students and parents. We're aware that students always want better cafeteria food but it is a concern for us too as we witness firsthand how many meals are thrown away daily because students don't like them. We'd

like to discuss the opportunity to improve the meals and the choices/options students have. For example bringing back pizza Fridays, more variety in meal choices, etc.

- **Parking Lot/Traffic/Valet Program Improvement** - We have worked hard this year to further improve our drop off and pick up procedures, but there is still more improvement needed which all stakeholders can agree on. We need to develop a more structured plan for staff directing traffic during pick-up, more parent training for the valet program, recruitment for parent volunteers, and continue to work with local law enforcement to help reinforce traffic safety laws
- **Fair & Consistent Discipline** - One step in addressing this will be to review behavior referrals from 2019-20 in order to identify the highest needs and school expectations that are most frequently not met. We will develop a plan to address these and reinforce staff and student training. Clearer procedures for recess & lunch need to be implemented and consistently followed beginning from the first day of school. Next year, we will also be adding a Discipline Coordinator to support administration with discipline related matters
- **Teachers Concerns** (prep/planning time and copy limits) - Administration will discuss these concerns with the staff and then discuss with each other to review current prep/planning time schedule & copy limits to see if any adjustments can be made. These concerns have been stated yearly on the staff surveys so they need to be addressed

MAGNOLIA SCIENCE ACADEMY - BELL

2019-20 STAKEHOLDER SURVEY REFLECTIONS

Introduction:

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

Annual stakeholder experience survey:

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

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

Some sample questions on the survey include:

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

Student SEL survey:

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

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

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

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

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

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2020 Survey Participation Rates:	97%	87.3%	100%
Spring 2019 Survey Participation Rates:	100%	95.4%	100%
Change since Spring 2019: *(percentage points)*	-3	-8.1	0
Next Year Survey Participation Targets:	≥90.0%	≥90.0%	≥90.0%

Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.

Across Magnolia Public Schools, MSA Bell maintains a higher participation rate. This year multiple factors impacted the participation rate.

1. Addressing an alleged bomb threat rumor that delayed the roll-out of the survey
2. The inability to appropriately measure family participation with the paper survey vs. electronic survey
3. Based on the Response Rate report from Panorama Education and Illuminate we were able to observe that 1 student was chronically absent as of January 17th and 3 students that were accounted for on this survey checked out of MSA-Bell prior to the implementation of the survey.
4. We struggle to complete 100% due to absences and lack of follow-up. A plan will be put in place to make sure that all absent students receive multiple opportunities to complete the survey.

We will continue to look at multiple avenues to address the technology gap within our families.

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2020 Overall Satisfaction Rates:	82%	96%	95%
Spring 2019 Overall Satisfaction Rates:	85%	94%	95%

Change since Spring 2019: *(percentage points)*	-3	+2	0
Next Year Overall Satisfaction Targets:	≥80.0%	≥90.0%	≥85.0%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.

Per the stakeholder survey, the data is within the ranges that have been determined as appropriate per the goals identified in the LCAP. Furthermore, satisfaction rates have historically maintained or outperformed the Magnolia Public School average among all stakeholders. We are proud of the historic commitment to creating a learning and work environment that provides an opportunity to grow and develop for all within the learning community.

Per the data

- Strength: The AMBIENCE continues to be the hallmark of success within our learning community. Everyone has enjoyed the friendships and the comradery among all stakeholders
- Improvement: ACCOUNTABILITY and COMMUNICATION is essential for a high-quality program and purposeful articulation of expectations through ongoing dialogue and monitoring across all stakeholders is key to continued success and growth.

MSA Bell will continue to refine its established MTSS systems and provide professional development among all stakeholders. Consistent monitoring and discussion with all stakeholders will be essential to monitor and improve the schoolwide program to enhance the learning and safety experience of all within the learning community.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	78%	60th-79th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	66%	60th-79th percentile	-3
Safety	71%	60th-79th percentile	+1
Sense of Belonging (School Connectedness)	63%	60th-79th percentile	-4

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	97%	80th-99th percentile	+1
Knowledge and Fairness of Discipline, Rules and Norms	96%	80th-99th percentile	+2
Safety	94%	60th-79th percentile	-1
Sense of Belonging (School Connectedness)	96%	80th-99th percentile	+2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	97%	60th-79th percentile	-1
Knowledge and Fairness of Discipline, Rules and Norms	90%	60th-79th percentile	+4
Safety	74%	40th-59th percentile	+3
Sense of Belonging (School Connectedness)	84%	60th-79th percentile	-1

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

Average Approval Rates	Student	Family	Staff
Spring 2020 Average Approval Rates:	70%	96%	88%
Spring 2019 Average Approval Rates:	71%	94%	86%
Change since Spring 2019: *(percentage points)*	-1	+2	+2
Next Year Average Approval Targets:	≥80.0%	≥90.0%	≥85.0%

Survey Findings:

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

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

Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?

The following has been identified as strengths from our students:

1. Compared to the CORE Districts, MSA Bell is within the 60th-79th percentile in the 4 categories related to school climates. The percentiles on average surpass all of MPS
2. The ambiance of the school has been a historic hallmark. Students enjoy the friendships that are established at the school, along with the relationships built with the staff at MSA Bell

The following has been identified as strength from our families:

1. Compared to the CORE Districts, MSA Bell is within the 80th-99th percentile in 3 of the 4 categories related to school climate. The percentiles on average surpass all of MPS on all categories
2. The ambiance of the school is a strength for families. Families appreciate the environment that is to support the academics and socio-emotional of every child

The following has been identified as strength from our staff:

1. Compared to the CORE Districts, MSA Bell is within the 60th-79th percentile in 3 of the 4 categories related to school climates.
2. Ambiance and Comradery are strong for all staff. They are appreciative of the colleagues and collaborative effort to establish high expectations for all students.

The ambiance and comradery continue to be a hallmark at MSA Bell. Relationship and sense of community are evident through the interactions with students, adults, and the community. The relationship, growth, and love for one another create a unique middle school experience for all stakeholders that runs strong in the community.

We are continually reviewing opportunities to engage all stakeholders to develop and refine the connectedness of our campus. We started evaluating our program and identifying areas of improvement in order to develop a robust and refined schoolwide Positive Behavioral Interventions and Supports (PBIS) program. Some of the work includes: streamlining schoolwide expectations and reward systems through Advisory courses and supporting programs through student core courses, evaluating and monitoring the success of PBIS program through a constant survey of stakeholders, development of schoolwide roles for students to support learning community goals.

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Per the 4 categories related to school climate, students identified the following as a highly rated strength

1. The Climate of Support for Academic Learning ranks in the 60th-79th percentile compared to CORE district datasets
2. Safety ranks in the 60th-79th percentile compared to CORE district datasets

Per the 4 categories related to school climate, families identified the following as a highly rated strength

1. The Climate of Support for Academic Learning ranks in the 80th-99th percentile compared to CORE district datasets
2. Knowledge and Fairness of Discipline, Rules and Norms; Sense of Belonging (SchoolConnectedness) ranks in the 80th-99th percentile compared to CORE district datasets

Per the 4 categories related to school climate, staff identified the following as a highly rated strength

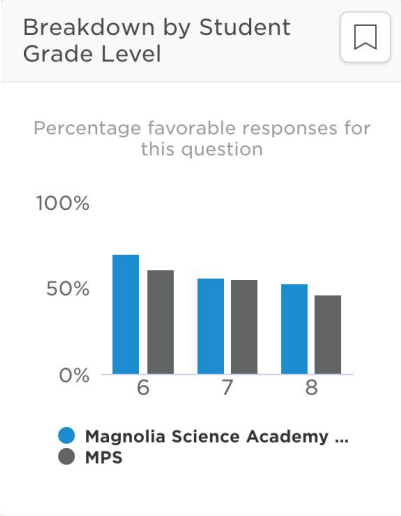
1. The Climate of Support for Academic Learning ranks in the 60th-79th percentile compared to CORE district datasets
2. Knowledge and Fairness of Discipline, Rules and Norms ranks in the 60th-79th percentile compared to CORE district datasets

MSA Bell is proud of the continual service to the community to close the achievement gap in order to increase opportunities, and commitment to create a work environment that allows adults to grow and develop through a positive comradery. Student safety grew this year, there was an assertive effort to communicate with students their responsibility and role to ensure a safe environment. Secondly, the staff demonstrated growth in the area of discipline and safety. An effort was made to systemize the differences between classroom managed behavior and academic managed behavior, alongside with protocols and expectations in the classroom to ensure the environment is conducive for learning. Lastly, families appreciate the sense of community that is created by all individuals on campus. Per the stakeholder feedback, it is evident that the adults on campus have a commitment to ensure their well-being and maintain high academic standards for all students. MSA Bell is proud of the successes and continues to find opportunities to improve the learning experience for all engaged.

Reflections: Identified Needs

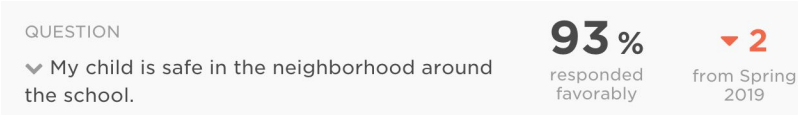
Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

1. Students - Sense of Belonging (School Connectedness) is the least favorable at 63%, but ranks 60th-79th percentile compared to others in the CORE District dataset
2. Families - Safety is the least favorable at 94% and ranks in the 60th-79th percentile when compared to the CORE District dataset.
3. Staff - Safety is the least favorable at 74%, but it increased 3 points from the prior year. This category ranks in the 40th-59th percentile compared to the CORE District dataset.



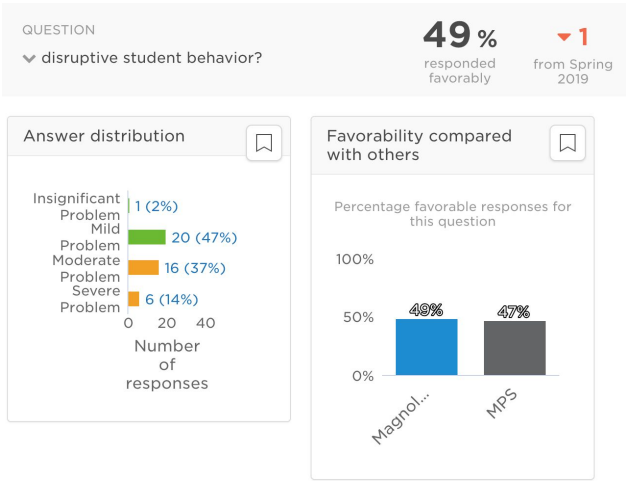
For students the sense of belonging ranks the lowest among all the categories related to school climate. The score of 63% and percentile of 60th-79th percentile, still demonstrates higher percentages compared to MPS and CORE Districts. There is a drop between 6th grade and 8th grade. Much of these differences relate to some turnover in the grade level and the complexities of the age group as students get older. Further study to developing opportunities and training for staff will be instrumental to ensure a high level of connectedness and understanding the complexities of the age group, especially among the older students.

The family group identified safety as an area of improvement, although among the comparison of different data sets this is still very favorable. The question of most attention relates to safety within the neighborhood, per the survey responses. The current community situation presents challenges with an increase of neighborhood rival gangs, graffiti, and usage of drugs especially vaping. Furthermore, families often mention the co-location site as unfavorable feedback. MSA Bell will continue to work with the local community to identify issues and bring stakeholders together to resolve these challenges.



Some of the strategies have included engagement of the school community with local city events such as the Bell 5K and community meetings. Furthermore, the administration works collaboratively with administration from other schools to ensure proactive measures are taken. The administration leadership within Orchard Academies has collaborated to ensure campus-wide consistency in approach to student behavior and safety. This has fostered a more collaborative relationship that looks to improve opportunities for all students within the community. This relationship has started to review promising practices in relation to academics and will continue to improve. The next element will be to include families in this collaboration in order to create a narrative and help the community understand the motives behind the campus-wide plans.

Lastly, among the indicators of school climate, staff identify safety as an area for improvement. It should be noted that it increased from the previous year by 3 points but falls below the average for MPS and CORE District. Upon further analysis, the survey question with the most attention was student distribution. The question is distributed within 4 categories from an insignificant problem to a severe problem. Several measures have been instituted this school year such as schoolwide expectations, grade-level expectations, PBIS, regular review of academic and behavior data by teacher leaders. Further development of schoolwide the PBIS program has been fostered through the professional development and relationship with the Los Angeles County Office of Education. However, it is unidentifiable whether the years of teaching experience or experience within the school site has a significant outcome in the responses. Based on other questions on the survey, teaching experience and training within the learning community with high-level trauma is a major area of focus in order to ensure staff has the tools and resources necessary to handle the changing landscape and needs of the learning community.



Free-Response Findings:

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

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

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?
Upon analysis of the free-responses, single individuals phrases were created from stakeholder responses to best categorize areas of strength: 1. The ambiance, students make reference to the relationships that are fostered among each other and the staff at the school. It is evident that students enjoy the environment, which is further highlighted through the high ADA rate and low chronic absenteeism. 2. The ambiance, families feel that the environment is welcoming and dedicated to meet the needs of all students. This is evident based on the responses to the climate questions show favor within the mid- to high-90 percentile. 3. The ambiance, staff members identified the ambiance and comradery among one another and the supportive administration staff. Furthermore, staff identified that working with students and the focus to assist every student to succeed drives their passion at the school site. The ambiance at MSA Bell is a hallmark at the school. The relationships built are long-lasting and evident during the tenure of the school. Many families return with their other children and through 'word of mouth' the school continues to maintain a high interest in the community. This is further driven by the staff's commitment to providing quality education in a challenging environment so that students have the tools and resources to compete within the southeast community and beyond the boundaries. Below are opportunities that are being researched and further developed to continue providing a positive environment: - Refinement of the PBIS system to include multiple stakeholders - Universal Design for Learning development alongside with the technological resources to identify the

needs and meet the needs of all students

- Continually providing an environment that incorporates all stakeholders to utilize data to drive decisions
- Continue to identify teacher leaders in order to provide opportunities to shape the learning climate and identify a pool of up-and-coming leaders
- Expand the relationship with Orchard Academies to incorporate collaborative academic promising practices that will close the achievement gap within the community

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

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

Upon analysis of the free-responses, single individuals phrases were created from stakeholder responses to best categorize areas of opportunities:

1. Accountability, students make reference to several systematic structures that are in place for creating a positive learning environment that is conducive for learning. Plans are in plan to incorporate more student input in the establishment of culture and educate students on the importance of structures in place such as learning platforms, school uniforms, utilization and understanding of school resources, etc.
2. Communication, many families used this section to highlight enjoyable or favorable areas of the school. MSA Bell leadership and staff will work on developing ongoing conversations with families to understand various structures and receive feedback from the community to best identify the needs and develop plans that enrich these conversations. Further means or outlets for communication needs to be developed to maximize participation.
3. Communication, many staff members identified opportunities to develop ongoing grade-level conversations to meet the ever-growing needs and demands of the community. This will include further development of UDL strategies to the extraordinary needs of certain student situations such as behaviors, etc.

In summary, student behavior with one another and among staff members will continually be addressed. This requires an assertive effort from all stakeholders to recognize the mission and vision of the school, and identification of the needs along with a collective effort to meet the needs of every student, especially when there are challenging circumstances. Below are opportunities that are being researched and further developed to address these needs:

1. Develop opportunities for multiple stakeholders to have an ongoing conversation around school climate, and develop and monitor plans for improvement
2. Research and develop other means to increase parent engagement to maximize the mission and vision of

MSA Bell

3. Maximize opportunities to educate families on how the various tools are used to fulfill the mission and vision of the school, alongside strategies to assist their child to maximize their opportunities at school
4. Refine and communicate the collective efforts that are conducted among the leadership of Orchard Academies to best understand how the needs of the community are being met
5. Continually refine the PBIS system school-wide and ensure buy-in from multiple stakeholders
6. Refine a more comprehensive plan to prepare new staff members to understand and meet the needs of the community with an emphasis on creating systems and building relationships

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

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

Upon analysis of the free-responses, single individuals phrases were created from stakeholder to identify changes:

1. System Refinement, students emphasize the consistency of classroom management and the quality of relationships among one another (includes students and staff).
2. Communication, families mention inconsistency with systems across the campus. This includes the usage of the Summit Learning Platform, consistent staff relationship with understanding the age group, and the focus of socio-emotional development.
3. System Refinement, staff mentions increasing meaningful meetings and consistent implementation of school rules.

In summary, school-wide systems increase effectiveness when multiple stakeholders are aligned with the mission and vision of the school, and ongoing dialogue is developed to receiving feedback for continual improvement. Below are opportunities that are being researched and further developed to address these needs mentioned:

- Communicate the schoolwide expectations to all stakeholders and monitor for ongoing calibration and feedback
- Continue to refine a robust preparation for incoming new teachers to the learning community
- Calibrate usage of schoolwide platforms to ensure consistent messaging and expectations among all stakeholders
- Provide multiple opportunities for families to become familiar with the usage and benefits of the platforms used schoolwide
- Provide opportunities to engage families in the variety of resources available to families, such as counseling and assistance with school materials
- Research and provide opportunities to align the academic program with the after-school program, especially in the area of expanding opportunities to enhance STEAM (robotics)
- Review the schedule to create opportunities to collaborate as a staff, such as dedicated time to meet as a

grade team and utilization of common prep for content alignment

NEXT STEPS

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

Below are potential suggestions for implementation, but the course of action might change given the circumstances surrounding COVID-19

1. Develop opportunities for multiple stakeholders to have an ongoing conversation around school climate, and develop and monitor plans for improvement.
    a. Administration and MTSS progress report to the learning community
    b. Orchard Academies leadership areas of focus and conducting a regular progress report to multiple stakeholders
2. Continually refine the PBIS system school-wide and ensure buy-in from multiple stakeholders through ongoing monitoring and progress reports
3. Maximize opportunities to educate families on how the various tools are used to fulfill the mission and vision of the school, alongside strategies to assist their child to maximize their opportunities at school
    a. School Platforms: ParentSquare, Illuminate, Summit, and Google Classroom
    b. Restorative Justice Practices, alongside with progress reports on school climate goals
4. Teacher recruitment and training to adapt to the needs of the learning community
    a. Universal Design for Learning
    b. PBIS schoolwide program and monitoring to ensure calibration throughout the year

MAGNOLIA SCIENCE ACADEMY - SAN DIEGO

2019-20 STAKEHOLDER SURVEY REFLECTIONS

Introduction:

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

Annual stakeholder experience survey:

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

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

Some sample questions on the survey include:

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

Student SEL survey:

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

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

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

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

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

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2020 Survey Participation Rates:	94.7%	64.9%	96.9%
Spring 2019 Survey Participation Rates:	89.2%	55.4%	88.2%
Change since Spring 2019: *(percentage points)*	+5.5	+9.4	+8.6
Next Year Survey Participation Targets:	≥80.0%	≥60..0%	≥80.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
We had a significant increase in student, family, and staff participation rates this year. We think the reason for the increase in family participation was due to the voice messages, newsletters, reminders at parent meetings, and PTF support. The staff was given time during a staff meeting to ensure even more staff members completing the survey. Students were given the survey during History class to provide enough time for completion. Students who were present on their history class on survey day were able to complete the survey during that class period.			

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2020 Overall Satisfaction Rates:	80%	95%	100
Spring 2019 Overall Satisfaction Rates:	64%	92%	83%
Change since Spring 2019: *(percentage points)*	+16	+3	+17
Next Year Overall Satisfaction Targets:	≥80.0%	≥80.0%	≥80.0%
Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses			

that would attest to stakeholders' overall satisfaction.
We had a significant increase in student, family, and staff satisfaction rates this school year. Although we know that there are more improvements we need to make to support our staff , students and parents, the survey results confirm that we are moving in the right direction. We believe that after the facility move, temporary church site transition, budget struggles and ongoing facility needs, finally we are setting our culture and creating systems in place to better serve our community. To create a more positive school culture we had our staff attend multiple MTSS trainings through a grant. During the process we created a plan to use our system more efficiently and evaluated our program to address the needs. We are a small school where many of us wear multiple hats. With the feedback from SDCOE MTSS team and our local leadership team, we created the MTSS coordinator position and purchased KickBoard positive behavior point system. As a result of the new systems and capacity we were able to have more student involvement , more student centered activities and also many rewards to highlight the student academic and SEL achievements. One of the areas that we still need improvement is the facilities. To address last year's concerns we created temporary solutions but still the pending facility improvements is a concern. There are issues that are ongoing despite being promised that improvements and additions would be made. Things like not having sinks in the Science rooms and art room and old student restrooms that need improvements. With the school closures we are providing distance learning but based on our interaction with the stakeholders we see that the closures will cause more achievement gap and the transition to regular school days will come with challenges.

Average Approval Rates:

Student Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	71%	20th-39th percentile	+11
Knowledge and Fairness of Discipline, Rules and Norms	62%	40th-59th percentile	+11
Safety	56%	0th-19th percentile	+2
Sense of Belonging (School Connectedness)	58%	40th-59th percentile	-11

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	97%	80th-99th percentile	+1
Knowledge and Fairness of Discipline, Rules and Norms	93%	40th-59th percentile	-1
Safety	96%	80th-99th percentile	-1
Sense of Belonging (School Connectedness)	96%	80th-99th percentile	+2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	98%	80th-99th percentile	+3
Knowledge and Fairness of Discipline, Rules and Norms	86%	40th-59th percentile	+5
Safety	81%	40th-59th percentile	+3
Sense of Belonging (School Connectedness)	92%	80th-99th percentile	+5

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

Average Approval Rates	Student	Family	Staff
Spring 2020 Average Approval Rates:	62%	96%	90%
Spring 2019 Average Approval Rates:	53.0 %	95%	85%
Change since Spring 2019: *(percentage points)*	+9.0	+ 1.0	+5.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
Our student approval rates increased 9% from the past school year. There has been a concerted effort in supporting our students' social-emotional wellbeing through weekly SSR lessons, as well as explicitly teaching students the values we share in our character education initiative we call the WIZARD way. The family approval rate indicated a 1% increase for a solid 96% average. Our family approval rate is consistently high from year to year, and a 1%increase from last school year is significant. We work closely with our families to ensure they are valued stakeholders in decision making, and we've created a quality program because of this collaboration. Our staff approval rate increased by 5% from last school year bringing our average up to 90%. The increase can be attributed to the planned effort in creating a sense of camaraderie through the value we place on open lines of communication, valuing our colleagues input, and providing varied opportunities for staff members to participate in shared leadership.
Reflections: Successes Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Strengths/Successes:

-Students approval rating for climate of support for academic learning and knowledge and fairness of discipline, rules, and norms increased by 11 percentage points from last school year

-Sense of belonging increased 2 points since last year in our Family Survey

-Staff increased the average approval rating of knowledge and fairness of discipline, rules, and norms as well as the sense of belonging (school connectedness) from last school year.

Highest Approval Rates:

The topic with the highest approval rate was Climate of Support for Academic Learning with 71% being favorable as reported by students, 97% favorable as reported by families, and 98% favorable as reported by staff

Most Proud:

We are most proud that all our stakeholders approve positively of our Climate of Support for Academic Learning. We take great pride in the amount of academic and SEL support that is given to all of our students and have worked hard this year to implement even more programs to provide this support

Maintain or Build Upon:

We will continue to build upon this climate of support by having ongoing meaningful reflective conversations with staff, families, and students. By offering multiple opportunities including meetings with administration and Google surveys for our stakeholders to reflect and contribute ideas for improvement, we are always prepared to make changes as needs arise.

Reflections: Identified Needs

Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the “all students” approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)

-Sense of Belonging (School Connectedness):

This topic marked the greatest decline in all of our student approval ratings with an 11 point drop from last school year. Families rated sense of belonging at 96% favorable, and staff rated the sense of belonging at 92% favorable. The discrepancy between how students view their feeling of belonging at our school from how families and staff view this same thing is an area of concern. Despite a variety of ongoing connection building activities including celebrations, Kickboard rewards, and school-wide character incentives for students to promote a strong school culture, we will need to analyze where we missed the mark. Perhaps a starting point would be to ensure the initiatives we are implementing to help students feel connected to the school and each other are things students value.

Free-Response Findings:

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

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

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?
The small campus atmosphere, elective class options, our after school activities, hard working teachers and the opportunity to grow and learn were valued most by our students as part of our annual survey. We pride ourselves on our after school program as it is a great opportunity to learn and grow outside the classroom. Our families' responses mirrored the students in that they appreciate the after school clubs and activities, the dedication of our teachers and the focus on academics. Our teachers go above and beyond to support students in their learning and to prepare them for high school and beyond! We have a strong, positive, encouraging and inclusive school climate.

Students:

- Opportunities to learn and grow
- Elective options and activities
- Small Campus
- Wizard Store
- Some hard working respectful teachers

“I like that all the teachers are nice to the students and push them and motivate them to learn and try their best.” Student

“I love the fact that there is a lot of variety in clubs, and that almost everyday of the week, there is tutoring available.” Student

Families:

- Small school size
- Caring Staff
- Strong academics
- Principal
- Love teachers
- Welcoming environment
- Afterschool Clubs
- Uniforms

“They have high expectations. Principal and the dean are available and helpful. Also we like the variety of the after programs and availability of summer school. All staff and teachers care about kids. ” Parent

“Value and emphasis is placed on academics, helping the students try to do well in classes.” Parent

“The school is very welcoming to parents and students. Front staff is always amazing.” Parent

Staff:

- Staff family/ camaraderie
- Great personal and professional support- staff/staff and staff/admin
- Caring staff towards students
- Freedom
- Academic Rigor/ quality teachers

“The strong sense of teamwork and commitment to students, and everyone is passionate about what they do here.” Staff

"Family like environment that has high expectations both from staff and students." Staff

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

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

Students:

- Increase students' feeling of safety and security: students' protecting themselves, resolving conflicts, etc.

Families:

- Improve facilities (bathroom, shade structure, green areas, etc.) (family)
- Communicating discipline with families

"The lunch area doesn't have proper shade." Parent

"The bathrooms are not acceptable. There are too few and filthy." Parent

Staff:

- Getting more resources for staff, increase capacity.
- Understaffed; staff wears a lot of hats and gets overwhelmed
- Facility Improvements
- Region-based PD to accommodate issues with the distance from LA

"Facility related items- lunch shade, draining issues, landscaping, fire alarm going off on its own, designs of the ramp.etc " Staff

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

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

Students:

- Improve discipline system
- Allow flexible seating
- Build storage areas for P.E. classes, students need a safe place to store property
- Restructure SSR

- Teacher/ students relationship - how to respect one another

Families:

- Anti-bullying campaigns
- Traffic congestion (drop off & pick up)
- Stop light (Zion and Estrella)
- More outdoor shaded areas

“Cleaner and fresher smelling bathrooms and more shade.” Parent

“Possibly more janitorial staff to keep restrooms, etc clean” Parent

Staff:

- Additional office support
- Additional SPED support
- Additional custodian
- Progressive discipline process for classroom disruptions
- More quality PD
- Dedicated prep and increase department time
- Facility improvement

NEXT STEPS

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

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

- Increase enrollment to add more support staff , custodial staff and office staff.
- Implement year 3 of Multi-Tiered System of Support
- Provide activities that support social-emotional learning (SEL)
- Create SEL lessons and assemblies to increase awareness and ownership of The Wizard Way.
- Continue to use Kickboard on-line PBIS system to recognize and reward our students
- Continue to implement interventions that meets students academic and social emotional needs
- Continue our uniform policy and make necessary and reasonable adjustments to address stake holder concerns.
- Complete pending facility phase 3 improvements
- Repair and improve student restroom facilities.

MAGNOLIA SCIENCE ACADEMY - SANTA ANA

2019-20 STAKEHOLDER SURVEY REFLECTIONS

Introduction:

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

Annual stakeholder experience survey:

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

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

Some sample questions on the survey include:

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

Student SEL survey:

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

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

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

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

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

Survey Participation Rates:

Survey Participation Rates	Student	Family	Staff
Spring 2020 Survey Participation Rates:	97.1%	100%	98.5%
Spring 2019 Survey Participation Rates:	93.6%	62.1%	96.3%
Change since Spring 2019: *(percentage points)*	+3.5	+37.9	+2.2
Next Year Survey Participation Targets:	≥90.0%	≥80.0%	≥90.0%
Findings: What are your observations on the participation rates? Are there any changes from last year? If so, what might have caused changes in response rates? Compare email vs. paper response rates.			
In all stakeholder participations we do see a significant increase: the student participation increased by +3.5 the parent participation increased by +37.9 the staff participation increased by +2.2 Participation rates have increased from previous year to this current school year at +3.5, +37.9, and +2.2 respectively. Family participation has increased to 100%, students at 97%, and 98.5%. We have increased our stakeholder feedback by having a more open door policy with all stakeholders. Holding a weekly Second Cup of Coffee with our families. We are surveying our stakeholders more often as well to promote more collaboration and by in. We had our parents complete the survey by paper this year and received 100% participation.			

Overall Satisfaction Rates:

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

Overall Satisfaction Rates	Student	Family	Staff
Spring 2020 Overall Satisfaction Rates:	72%	94%	86%
Spring 2019 Overall Satisfaction Rates:	59%	89%	75%

Change since Spring 2019: *(percentage points)*	+13	+5	+11
Next Year Overall Satisfaction Targets:	≥70.0%	≥75.0%	≥75%

Findings: What are your observations on the overall satisfaction rates? Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates? You may include quotes from the free-responses that would attest to stakeholders' overall satisfaction.

Spring 2020 Overall Satisfaction Rates: Students 72% (+13), Family 94% (+5), Staff 86% (+11)

What are your observations on the overall satisfaction rates? Initial observations for our overall satisfaction rates reflect the majority of Students 72% (+13), Family 94% (+5), Staff 86% (+11) are satisfied, showing growth from the previous year. This shows us that we have supported our students, staff, and families with the majority of their needs.

Are there any changes from last year? If so, what might have caused changes in overall satisfaction rates?

Yes, we did see changes from the previous year; we see an increase in all Stakeholder satisfaction. This data shows us that by fostering a positive school culture with emphasis on "Connection" with our students, staff, and families, the needs of most can be met. In the Survey free responses, there were many comments speaking positively about how the adults on campus "care" about the students and families; and this "Culture of Care" that the MSA-SA community fosters, supports the social emotional needs for all of our stakeholders. The MSA-SA community made it a priority to incorporate PBIS into every classroom on campus this school year. This made students feel excited to do well with their academics and behavior, and the PBIS structures involved all stakeholders in the process. Teachers had the autonomy to utilize the Pirate Dollars in ways that support students' Social Emotional needs, and the students were able to save their Pirate Dollars till the Pirate Store was open during lunch time on select Fun Friday's (Free Dress for 2 week Perfect Attendance). The Pirate Store was supported by Parent Donations, and also supported by a team of Parents that would ensure all students enjoyed their experience redeeming their hard work, in the form of Pirate Dollars.

CIF Sports created a lot of excitement on campus with the growth it will bring to the entire MSA-SA community. Students were excited to go to their tryouts and compete with their fellow students against other CIF Schools.

We also made it a priority to stay connected with our families by communicating at least once per week on Parent Square, as well as Coffee with the Admin every Friday morning. Families also appreciated the PBIS Free Dress wristbands their students received for completing the panorama survey (100% Family participation).

The Admin Team maintained an open line of communication with ALL Staff Members; and the Teacher's expressed appreciation for the support, teamwork, and genuine collaboration which took place on a weekly basis.

Average Approval Rates:

Student Survey (Elementary):

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	83%	20th-39th percentile	+7
Knowledge and Fairness of Discipline, Rules and Norms	83%	60th-79th percentile	+15
Safety	71%	80th-99th percentile	+12
Sense of Belonging (School Connectedness)	81%	40th-59th percentile	+16 (greatest increase)

Student Survey (Secondary):

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	79%	60th-79th percentile	+16
Knowledge and Fairness of Discipline, Rules and Norms	65%	40th-59th percentile	+16
Safety	71%	60th-79th percentile	+10
Sense of Belonging (School Connectedness)	62%	40th-59th percentile	+17 (greatest increase)

Family Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	93%	40th-59th percentile	+2
Knowledge and Fairness of Discipline, Rules and Norms	91%	40th-59th percentile	+4
Safety	81%	0th-19th percentile	-4
Sense of Belonging (School Connectedness)	93%	60th-79th percentile	+2

Staff Survey:

Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2019 *(percentage points)*
Climate of Support for Academic Learning	94%	40-59th percentile	+8
Knowledge and Fairness of Discipline, Rules and Norms	89%	40-59th percentile	+20 (greatest increase)
Safety	74%	40-59th percentile	+17
Sense of Belonging (School Connectedness)	83%	60th-79th percentile	+8

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

Average Approval Rates	Student	Family	Staff
Spring 2020 Average Approval Rates:	77%	94.0%	84.0%
Spring 2019 Average Approval Rates:	66%	90.0%	75.0%
Change since Spring 2019: *(percentage points)*	+11.0	+ 4.0	+9.0
Next Year Average Approval Targets:	≥70.0%	≥80.0%	≥80.0%

Survey Findings:

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

Findings Based on Average Approval Rates of Survey Topics/Questions:
Findings: What are your observations on the average approval rates? Are there any changes from last year? If so, what might have caused changes in average approval rates?
Students: There has been an increase from last year to this current year at an 11% increase. Students are happier with their teachers. Students enjoy more individualized attention as our class sizes are smaller. Students have enjoyed attending more field trips this year compared to last year.

Staff

The staff from previous year to this year was a 9% increase. The staff has expressed how valued they feel. They have expressed that your voice has been heard more so than last year. The staff and admin are more collaborative.

Families

Families increase by 4% from previous year to this year. Families have expressed the strength of our school as our teachers and admin. From last year to this year we have made more effort to have multiple forms of communication and transparency (ie., parent square, second cup of coffee, and overall visibility of admin and teachers).

Reflections: Successes

Write a description of successes and/or progress based on a review of the approval rates of survey topics/questions. (Considering the average approval rates for each topic, what strengths were visible in each survey type: student, family, staff? Which topics and questions have the highest approval rates? What are you most proud of? How do you plan to maintain or build upon that success?)

Students - Average satisfaction rate is 77%, up 11% from last year. Students thought the major strength of the school is definitely the teachers. Other strengths include the school events, small school and class sizes, school is protective of the students, they feel comfortable and safe in school, friends, college classes, AP classes, PE and the gym, and clubs and tutoring.

Staff - Average satisfaction rate is 84%, up 9% from last year. Staff thinks that their colleagues and the admin are the biggest strengths of our school. Other strengths include small school and class sizes, collaboration, open and inviting school, paraprofessionals, positive environment, communication, PBIS structures, and school community.

Families - Average satisfaction rate is 94%, up 4% from last year. Families think teachers are the major strength of the school. Other strengths include staff and admin, the afterschool program and staff, clubs and tutoring, small school and class sizes, communication between school and home, uniforms, academics, high standards, motivation, relationships, and individualized attention.

Students and families thought the biggest strength is our teachers - we need to continue to support and value our teachers so that they will want to stay with us.

Our communication and transparency has improved this year and this has made our scores in all areas improve. We need to continue to be open with all stakeholders. We need to communicate with teachers about announcements, change of bell schedules, assemblies, etc.

Reflections: Identified Needs
Write a description of any areas that need significant improvement based on a review of the approval rates of survey topics/questions, including any areas of low approval and significant gaps among responses of student groups, and any steps taken to address those areas. (Considering the average approval rates for each topic, what areas for improvement emerged? Which topics and questions have the lowest approval rates? What are areas that need your close attention? Are there any gaps, i.e., are there any topics or questions for which approval rate for any student group is below the "all students" approval rate? What steps is the school planning to take to address these areas with the greatest need for improvement?)
All stakeholder groups expressed concerns about safety. Students: Approval rate for safety is 71% , but still went up 10 pts in secondary level and 12 pts in elementary level, safety rank is in the 80th-99th percentile in compared to others in the core district data set. Families: Approval rate for safety is 81% and went down 4 pts compared to last year. Staff: Safety is the least favorable at 74%, rank in the 40th-59th percentile compared to core district data, set and went up 17 points compared to last year. Schoolwide safety has improved significantly compared to last year based on the student and staff surveys. Families have concerns regarding being an open campus. We have started closing the main gate to the campus during school hours. The gate is controlled and monitored by our office, visitors can enter the campus after being admitted by our staff. Families also mentioned that we had security guards previous years, and not this year.

Free-Response Findings:

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

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

Findings Based on Free-Response Questions:
WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)** Considering the free responses to this question, what strengths were visible in each survey type: student, family, staff? Are there any patterns? What are you most proud of based on the responses? How do you plan to maintain or build upon that success?

Students: Teachers, friends, small school and class sizes where they feel protected, comfortable and safe, playground, PE and the gym, school events, college classes, academics, AP classes, clubs, field trips

Family: Teachers, admin and staff, small school and class sizes, communication between school and home, the after school program and staff, clubs and tutoring, uniforms, academics, high standards, individualized attention

Staff: Administrators, students, colleagues, staff, collaboration, small school and class sizes, positive environment, PBIS structures, school community

We are very proud of the fact that we went up in all areas this year - student happiness went up 11%, staff happiness went up 9%, and family happiness went up 4%. - that is definitely a GROW. The one thing that was repeated over and over is the satisfaction with and love of the teachers by both the students and the families. Another success is the communication this year between the admin and the teachers, and between the teachers/admin and home. It is very important to us to keep building the relationships between school and home - being transparent and supportive to our teachers who in turn, are supportive of the students. We would like to build on the positive environment that we have nurtured this year by collaborating with the teachers more and showing them that they are being heard, and focusing on PBIS structures.

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

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

Students: Rules, food, no grass, gym, lunch, playground, kids,highschool, people, Math, no sports, uniforms

Family: Trash, Lack of parking, security, administration, food,neighborhood, no sports, staff

Staff: Lack of discipline, surveys, emails, meetings, lack of consequences, resources,,surveys

A growth that stood out the most was a -4% decrease from last year to this year is the lack of feeling of sense for safety among all stakeholder categories. Patterns noticed lack of outside space whether it be limited parking, or (room for playground) space. Secondary PE and elementary recess being too crowded. Lack of safe play space.... everything being concrete and no grass... A lot of injuries due to lack of safe turf and limited space to accommodate PE and recess/ nutrition/lunch times. An additional growth noted by stakeholders is a lack of discipline support. Though we experienced a 0% suspension/expulsion rate.... stakeholders felt there being a lack of rules, consequences, and security. Areas for improvement with students/staff/families to have a set of clear expectations/rules and consequences posted, labeled, and shared. Another area of improvement is the teacher retainment - families, staff, and students all would like this to improve. Finally an additional area of growth that we will strive to improve is more communication via surveys/ emails with staff and families.

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

(SUGGESTIONS)

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

Students: Grass field (soccer), water fountain outside, better food, sports, better playground, anti bullying activities, more activities, more equipment, more field trips, no uniform, more free dress days

Family: Music classes, sports, more enforcement of the rules, parking, better playground supervision, security, better food, grass/turf, traffic light on street

Staff: Teacher retainment, Character Counts program, STEAM programs, clear student expectations and consequences, more discipline, parking, security, D policy

One clear pattern is the wish for better food and grass/turf for the students to play on with more equipment to play with. Another pattern is to have clear behavioral expectations, consequences, and rules.

NEXT STEPS

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

- Fixing the gate at the entrance to increase safety
- A separation/divide with cones for a better flow of traffic in and out of campus.
- On days that teachers don't have a club or tutoring, they can leave at the end of the school day
- More communication via surveys and emails to all stakeholders.
- Division of outside space and better PE/ recess/ nutrition/ lunch accommodations.
- Safer play space.
- More adult supervision/monitoring supports during recess and lunch times.
- More secure check in and out system of the main office and parents/visitors....
- Visual Performing arts integrated into elementary/ secondary.
- Clear expectations, consequences, and rules for all stakeholders to be enforced/ posted and shared.

Cover Sheet

Academic Update

Section:	IV. Information/Discussion Items
Item:	B. Academic Update
Purpose:	FYI
Submitted by:	
Related Material:	IV B Academic Updates.pdf

Board Agenda Item #	Agenda IV B – Academic Updates
Date:	April 23, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Academic Department Updates

Proposed Board Recommendation

None

Background

MPS Chief Academic Officer and the Academic Team will inform the board members on updates and activities regarding the academic program and services organization wide.

Budget Implications.

None

Funding Source

None

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

None

Name of Staff Originator: Erdinc Acar, CAO

Attachments

None

Cover Sheet

SchoolAbility as Sole Service Provider for Financial Software

Section:	IV. Information/Discussion Items
Item:	D. SchoolAbility as Sole Service Provider for Financial Software
Purpose:	FYI
Submitted by:	
Related Material:	IV D Schoolability.pdf

Board Agenda Item #	Agenda # IV D- Information Item
Date:	April 23,2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer
RE:	SchoolAbility, LLC as Sole Service Provider

Information Item

Contract with SchoolAbility, LLC as sole service provider of Escape financial system software.

Background

SchoolAbility is the exclusive distributor of Escape Online software (SchoolAbility) for charter schools in California. A snippet of the "exclusive contract" stating that no other vendor, including Frontline/Escape, has the right to sell or support the software is shared below:

Schedule A
Territories/Scope of Exclusivity/SBU Subscription Fee Schedule

1. **Territories.**
   a. **Charter Schools:** California, Arizona, Nevada, and New Mexico
   b. **K-14 Schools:** Arizona, Nevada, and New Mexico
2. **Scope of Exclusivity:**
   a. All Schools. Aerarium will have the exclusive right to market and sell Subscriptions for the Aerarium-Branded Solution to all Charter Schools and K-14 Schools (and Umbrella Entities purchasing on their behalf) that are located in Arizona, Nevada and New Mexico.
   b. Charter Schools. Aerarium will have the exclusive right to market and sell Subscriptions for the Aerarium-Branded Solution to all Charter Schools (and Umbrella Entities purchasing on their behalf), but not K-14 Schools, that are located in California.
   c. General. The parties hereby agree that neither SBU nor any third party will have the right during the Term to market or sell the Aerarium-Branded Solution (except as provided under this Agreement) or the SBU Solution (under the SBU brand or any other brand) to: (i) any Charter Schools or K-14 Schools located in Arizona, Nevada or New Mexico (or to Umbrella Entities purchasing on their behalf); or (ii) any Charter Schools located in California (or to Umbrella Entities purchasing on their behalf), unless otherwise agreed by the parties in writing.

Consequently, an RFP for financial management software would yield only one response for the current software (Escape), from SchoolAbility.

MPS has the right to take over the software contract and transfer the license from DMS per Section 1 of the MPS contract with DMS, MPS's current back-office service provider. In the event, MPS elects to use another back-office services provider, SchoolAbility is prepared to enter into a contract directly with MPS with the cost thereof based on the number of W-2s issued in 2019 at $100 per W2.

Schedule of Fees are as follows:
Fixed:

- Software Solution Access Fee: $100 per W2 issued, minimum of $24,000
- Employee Service Portal Fee: $10 per W2, minimum of $2,400
- Hosting Fee: $6,000 per year
- Estimated total fixed cost: $50,000

Variable:

- Training and Consulting Fee: $200 per hour
- Travel and other Out of Pocket Cost

Budget Implications:
Annual cost will be included in the annual budget adoption starting with the 2020-2021 budgets to be presented to MPS Board in June 2020.

How Does This Action Relate/Affect/Benefit All MSAs?
Fully integrated financial systems software across all MPS sites.

Name of Staff Originator:
Nanie Montijo, Chief Financial Officer

Attachment:
CEO's letter of approval

March 25, 2020

Alfredo Rubalcava
Chief Executive Officer & Superintendent
Magnolia Public Schools
250 East 1st Street, Suite 1500
Los Angeles, CA 90012

Re: Sole Service Provider Request

Dear MPS Board of Directors:

Per MPS fiscal policy, noncompetitive negotiations may be used for procurements in excess of $25,000 when bidding or competitive negotiations are not feasible. MPS may purchase goods and services through non-competitive negotiations when it is determined in writing by the Chief Executive Officer that competitive negotiation or bidding is not feasible and that:

- An emergency exists which will cause public harm as a result of the delay caused by following competitive purchasing procedures, or
- The product or service can be obtained only from one source, or
- The contract is for the purchase of perishable items purchased on a weekly or more frequent basis, or
- Only one satisfactory proposal is received through RFP, or
- The charter authorizer has authorized the particular type of noncompetitive negotiation.

The purpose of this letter is to request that MPS be authorized to purchase goods and services from SchoolAbility through non-competitive negotiations because "the product or service can be obtained only from one source." SchoolAbility is the exclusive distributor of Escape Online software (SchoolAbility) for charter schools in California. A snippet of the "exclusive contract" stating that no other vendor, including Frontline/Escape, has the right to sell or support the software is shared below:

MAGNOLIA PUBLIC SCHOOLS

Schedule A
Territories/Scope of Exclusivity/SBU Subscription Fee Schedule

1. **Territories.**

   a. **Charter Schools:** California, Arizona, Nevada, and New Mexico

   b. **K-14 Schools:** Arizona, Nevada, and New Mexico

2. **Scope of Exclusivity:**

   a. All Schools. Aerarium will have the exclusive right to market and sell Subscriptions for the Aerarium-Branded Solution to all Charter Schools and K-14 Schools (and Umbrella Entities purchasing on their behalf) that are located in Arizona, Nevada and New Mexico.

   b. Charter Schools. Aerarium will have the exclusive right to market and sell Subscriptions for the Aerarium-Branded Solution to all Charter Schools (and Umbrella Entities purchasing on their behalf), but not K-14 Schools, that are located in California.

   c. General. The parties hereby agree that neither SBU nor any third party will have the right during the Term to market or sell the Aerarium-Branded Solution (except as provided under this Agreement) or the SBU Solution (under the SBU brand or any other brand) to: **(i)** any Charter Schools or K-14 Schools located in Arizona, Nevada or New Mexico (or to Umbrella Entities purchasing on their behalf); or **(ii)** any Charter Schools located in California (or to Umbrella Entities purchasing on their behalf), unless otherwise agreed by the parties in writing.

Consequently, an RFP for financial management software would yield only one response for the current software (Escape), from SchoolAbility.

MPS has the right to take over the software contract and transfer the license from DMS (see excerpt of Section 1 from MPS contract with DMS below), MPS's current back-office services provider. In the event, MPS elects to use another back-office services provider, SchoolAbility is prepared to enter into a contract directly with MPS with the cost thereof based on the number of W-2s issued in 2019 at $100 per W-2.

MAGNOLIA PUBLIC SCHOOLS

1. SUBSCRIPTION.

A. License. In consideration of Customer's performance under this Customer Agreement, including without limitation Customer's timely payment of Fees as described in **SECTION 3 ("FEES AND PAYMENT")** below, Consultant hereby grants to Customer, solely during term of this Customer Agreement, a non-exclusive, non-transferable, annually renewable, license (without the right to grant sublicenses) to access and use, on a subscription basis and as hosted by or on behalf of Consultant, the executable object code version of the multi-tenant school business solution (the "Software Solution") described as such in **EXHIBIT A ("SOFTWARE SOLUTION").** The parties understand and agree that Consultant provides the foregoing Software Solution license under sublicense from Escape Technology Inc. ("ET"), a California Corporation. Customer hereby agrees that Consultant (and not ET) shall be responsible for the provision of support and services hereunder, and that Customer's access and use of the Software Solution shall be solely for Customer's own internal business purposes on behalf of Magnolia Educational and Research Foundation (dba Magnolia Public Schools) ("Charter School"). Consultant agrees if the Customer terminates the Customer Agreement that the Charter School can license the Software Solution, including data entered into the Solution by Customer, at ET's then standard pricing or less as determined between the Consultant and Charter School at that time.

In addition, taking into consideration the uncertainty of COVID-19 Pandemic's impact on MPS's operations, this would be a very inopportune time to make any changes with regards to our financial management software. It would be logistically challenging to undertake implementation and training of new financial management software across all of MPS.

A board resolution was approved by the MPS Board on March 20, 2020 authorizing the CEO to waive standard processes during this time. The resolution states as follows:

> *19. The Chief Executive Officer & Superintendent, after consulting the MERF Board Chair, shall have the authority to exceed the level of expenditures that would ordinarily trigger the requirement to also obtain approval of the MERF Board Chair or MERF Board under Board fiscal policies in order to pay for expenses related to the items contained in this Resolution. However, the cumulative total of such expenses shall not reduce the impacted Magnolia Schools' unrestricted reserves lower than three (3) percent without prior approval of the MERF Board.*

For the aforementioned reasons, I request that Schoolability/Escape financial software be approved as a sole service provider for Magnolia Public Schools.

Sincerely,

Alfredo Rubalcava
Chief Executive Officer

MAGNOLIA PUBLIC SCHOOLS

ACKNOWLEDGED & AGREED:

Based on the above information, Schoolability/Escape financial software is hereby approved as a sole service provider for Magnolia Public Schools.

Alfredo Rubalcava
CEO & Superintendent

ACKNOWLEDGED & ACCEPTED:

Haim Beliak
Chair, MPS Board of Directors

Cover Sheet

Audit Contract with Eide Bailey for Fiscal years 2021-2023

Section:	IV. Information/Discussion Items
Item:	E. Audit Contract with Eide Bailey for Fiscal years 2021-2023
Purpose:	FYI
Submitted by:	
Related Material:	IV E Eide Bailly.pdf

Board Agenda Item #	IV E- Information Item
Date:	April 23,2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Nanie Montijo, Chief Financial Officer
RE:	Independent Auditor's Contract for FY 2021-23

Information Item

Independent Audit Contract for FY 2021-23 awarded to Eide Bailly.

Background

MERF's current audit contract with Eide Bailly ends June 30, 2020. On January 22, 2020, MPS opened a Request for Proposals (RFP) seeking audit firms to provide a bid for external audit services,

Two (2) firms submitted proposals:

	Eide Bailly	Moss, Levy & Hartzheim, LLP
Annual Cost:		
Year 1 : 2020-21	$ 93,000	$ 124,950
Year 2 : 2021-22	$ 95,000	$ 124,975
Year 3: 2022-23	$ 97,000	$125,000
Hourly rates for Additional Work	$65-$200 per hr.	$65-$177 per hr.

The contract is awarded to Eide Bailley primarily based on the following:

- competitive pricing
- one of the top single audit providers in the nation
- 5 years of experience providing services to MERF
- 50 years of service to 2,400 non-profit industry and over 400 charter schools
- Other qualifications noted in the attached letter

Due to the current situation brought about by the crisis everyone is facing, some of the listed steps in screening the bids are waived by the CEO as authorized by the board on March 20,2020.

Budget Implications:

Annual cost will be included in the annual budget adoption starting with the 2020-2021 budgets to be presented to MPS Board in June 2020.

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

Compliance with federal, state and local agencies' audit requirement.

Name of Staff Originator:

Nanie Montijo, Chief Financial Officer

Attachment:

CEO's letter of approval

April 1, 2020

As Magnolia Educational and Research Foundation (MERF) covers and deals with the changes brought about by the coronavirus crisis, we are still committed to complying to federal, state and local agencies' requirements. MPS desires a timely and effective audit conducted in a professional manner.

MPS opened the RFP process on January 22, 2020. However, due to the current situation brought about by the crisis everyone is facing, some of the listed steps in screening the bids is hereby waived by the CEO and Superintendent. A board resolution was approved by the MPS Board on March 20, 2020 authorizing the CEO to waive standard processes during this time.

> 19. The Chief Executive Officer & Superintendent, after consulting the MERF Board Chair, shall have the authority to exceed the level of expenditures that would ordinarily trigger the requirement to also obtain approval of the MERF Board Chair or MERF Board under Board fiscal policies in order to pay for expenses related to the items contained in this Resolution. However, the cumulative total of such expenses shall not reduce the impacted Magnolia Schools' unrestricted reserves lower than three (3) percent without prior approval of the MERF Board.

Two (2) audit firms submitted proposals. The following criteria are considered in making the choice:

Eide Bailley has more than 5 years of experience providing services for MERF, and, as such, are already familiar with the organization and procedures. This will translate to a more efficient audit process with less time demands on our staff. They understand specific challenges needs and goals and will be able to fine-tune the process to create a more effective and efficient engagement.

What differentiates Eide Bailly from the competitors is that their experience is unmatched, as one of the largest charter school providers in the state. Eide Bailley is also one of the top single audit providers in the nation. Located in 14 states with access to more than 2,500 professionals with diverse skill sets and experiences. With this business partnership we will not only receive an audit, but the ability to access all of their resources to help find solutions to challenges that may arise.

Some areas that we may find valuable and help MPS by using their extensive resources now available with the firm are:

Data Analytics

A full-stack, fully managed data warehouse solution

- Automation of all manual data pulls and report building (possible save hours and days of manual work)

- Enables easy, fast, error-free reporting
- Centralization of all their data
- Data governance and security (People only see data relevant to their role)

Cybersecurity

The firm's professionals have extensive IT backgrounds, specializing in a broad range of security services allowing the firm to tailor solutions to our needs.

Forensic Accounting & Anti-Fraud Program
Preventing fraud can save time, money and improve employee morale. There are many actions an organization can take to safeguard against fraud. Fraud prevention professionals can help pinpoint risks and then advise on internal controls and employee programs to avoid potentially fraudulent activity. Professionals will work with MPS to determine our unique needs and decide which of the following or a combination of these services will yield the best results:

- Internal Controls Examinations
- Fraud Risk Assessments
- Forensic Data Analytics
- Fraud Awareness Training
- Background Checks/Forensic Investigative Due Diligence
- Fraud Hotline

Eide Bailley had served the nonprofit industry for more than 50 years and work with more than 2,400 nonprofit organizations throughout the nation, including more than 400 charter schools.

Lastly, Eide Bailley have extremely competitive pricing and is the best value for the price.

Based on the above information, Eide Bailley is hereby approved as the auditors for Magnolia Public Schools for fiscal years 2020-21, 2021-2022 and 2022-23.

Sincerely,

Alfredo Rubalcava
CEO & Superintendent

Cover Sheet

Finance Update- February 2020 Financials

Section:	IV. Information/Discussion Items
Item:	F. Finance Update- February 2020 Financials
Purpose:	Discuss
Submitted by:	
Related Material:	IV F Mar 2020 Financials.pdf

Board Agenda Item #	IV F - discussion item
Date:	April 23, 2020
To:	Magnolia Board of Directors
From:	Alfredo Rubalcava, CEO & Superintendent
Lead:	Nanie Montijo, Chief Finance Officer and Karl Yoder, DMS
RE:	March 2020 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 Second Interim Budget
2. Revenues of $40.637 million are on track ($467k below the year-to-date budget due to normal timing variances), and total revenues are anticipated to be fairly close to budget
3. Expenditures of $37.91 million are trending under-budget by $1.16 million year-to-date, which could potentially result in spending coming in below budget. Staff and DMS are monitoring this closely during the remaining months of the year.
4. Net year-to-date operating surplus is $3.421 million, normal for this point in the year and slightly above projections due to the above variances.
5. On bond compliance, all covenants at all three MSAs are on track, **except MSA-San Diego debt service coverage. MSA-SD will need to generate (or save) an additional $66,095 vs the Second Interim Budget to meet its debt service coverage ratio by June 30, 2020.**
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 2020-21 July 1 Budget, which will be presented to the Board in early June. Due to the substantial disruption and uncertainty related to COVID-19, we are closely monitoring statewide funding projections and will keep the Board updated.

Name of Originator:

Nanie Montijo, Chief Financial Officer and Karl Yoder, DMS

Attachments

March 2020 Financial Reports for all School Sites and MERF

March 2020 Monthly Financial Update (Actuals through 3/31/20)

March 2020 Financial Update: Executive Summary

- Year-to-date trending through December is generally on track with the Second Interim Budget:
  - **Revenues of $40.637 million are on track ($467k below the year-to-date budget due to normal timing variances)**
  - **Expenditures of $37.908 million are trending under-budget ($1.159M below YTD budget), meaning final expenses could end up lower than budgeted. We will be monitoring closely in remaining months**
  - **Net year-to-date operating surplus of $3.421 million is normal for this point in the year**
- For bond compliance, all covenants are on track except MSA-San Diego, which will need to generate an additional $66,095 this year to meet its debt service coverage ratio by 6/30/2020.

March 2020 Financial Update: Executive Summary

MSA - Consolidated	Second Interim Budget	Current Forecast	Year-to-Date Budget (through Mar 2020)	Year-to-Date Actuals (through Mar 2020)	Variance from YTD Budget	Primary Reasons For Variance (see budget detail for all changes)
SUMMARY						
Revenues						
LCFF Entitlement	40,566,661	40,566,661	31,311,778	31,558,385	246,607	Normal variances (should end up on track)
Federal Revenues	2,674,951	2,674,951	1,709,267	1,517,002	(192,265)	Normal variances (should end up on track)
Other State Revenues	4,995,832	5,135,856	3,584,832	3,222,849	(361,982)	Normal variances (should end up on track)
Other Local Revenues	5,302,586	5,260,265	4,031,247	3,871,648	(159,599)	Normal variances (should end up on track)
Total Revenues	**53,540,030**	**53,637,733**	**40,637,124**	**40,169,885**	**(467,239)**	
Expenditures						
Salaries & Benefits	33,884,222	33,821,997	23,533,448	23,095,800	(437,648)	Normal variance
Books and Supplies	2,183,641	2,451,459	1,310,345	1,017,865	(292,479)	Trending towards savings vs. budget
Services and Operating Exp.	18,470,221	18,571,570	12,087,566	11,552,289	(535,277)	Trending towards savings vs. budget
Depreciation & Cap Outlay	1,009,711	1,009,711	557,237	604,894	47,657	Normal variance
Other Outflows	601,727	601,727	419,696	478,412	58,715	Normal variance
Total Expenditures	**56,149,521**	**56,456,463**	**37,908,292**	**36,749,261**	**(1,159,031)**	
Net Revenues	**(2,609,491)**	**(2,818,731)**	**2,728,832**	**3,420,624**	**691,792**	
Audited Beginning Balance (July 1, 2019)	27,117,781	27,117,781				
Net Revenues in 2019-20	(2,609,491)	(2,818,731)				
Ending Balance (June 30, 2020)	**24,508,290**	**24,299,050**				
Ending Bal. as % of Exp.:	**43.6%**	**43.0%**				

March 2020 Monthly Update
Actuals through March 31, 2020)
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	(186,943)	(189,603)	(210,081)
Add Back: Depreciation	141,079	620,238	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	171,603
"Net Income Available For Debt Service"	**1,671,791**	**1,073,398**	**457,695**
Debt Service (i.e. Bond Payments)	1,287,392	512,500	476,172
Debt Service Coverage	**1.30**	**2.09**	**0.96**
Minimum Required under Covenant	1.10	1.10	1.10
Compliance	Yes	Yes	NO
If missed, $ savings needed for compliance:			**66,095**

Days Cash on Hand (Test is All 3 combined - showing individual as additional data)

	MSA-1	MSA-SA	MSA-SD	COLLECTIVELY
Total Expenses	9,277,152	7,461,721	4,419,170	**21,158,043**
Deduct: Depreciation	(141,079)	(620,238)	(20,000)	**(781,317)**
"Operating Expenses"	9,136,073	6,841,483	4,399,170	**20,376,726**
Expense/Day	25,030	18,744	12,053	**55,827**
Projected 6/30/20 Cash	1,086,071	2,209,163	945,739	**4,240,972**
Repair & Replacement Fund	125,152	-	450,000	**575,152**
Cash on Hand (incl R&R Fund)	1,211,223	2,209,163	1,395,739	**4,816,124**
Days Cash on Hand	**48**	**118**	**116**	**86**
Minimum				**45**
Compliance	Yes	Yes	Yes	Yes

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	5,300,199	3,599,346	3,925,616	1,194,527	2,238,629	994,068	2,197,048	3,659,210	5,786,416	2,663,326	-	31,558,385
Federal Revenue	229,559	171,671	116,414	74,566	90,876	76,797	136,182	255,514	312,041	53,382	-	1,517,002
Other State Revenues	870,701	232,163	380,227	100,823	178,225	113,010	261,486	399,794	472,662	213,758	-	3,222,849
Other Local Revenues	(43,615)	81,239	(24,112)	(88,717)	(69,558)	33,261	97,762	(28,447)	23,302	128,309	3,762,223	3,871,648
Total Revenue	**6,356,844**	**4,084,419**	**4,398,144**	**1,281,199**	**2,438,172**	**1,217,137**	**2,692,478**	**4,286,071**	**6,594,422**	**3,058,775**	**3,762,223**	**40,169,885**
Expenses												
Certificated Salaries	2,086,342	1,515,584	1,455,627	602,229	869,909	478,660	802,104	1,308,933	1,867,705	1,106,972	433,970	12,528,035
Classified Salaries	516,996	332,787	566,035	91,365	206,685	110,962	281,836	435,614	530,008	279,169	1,371,776	4,723,234
Benefits	851,391	587,930	656,799	249,950	358,310	193,776	338,463	539,163	891,938	454,189	722,623	5,844,531
Books and Supplies	93,636	(99,716)	149,283	35,132	134,113	79,444	106,562	213,429	137,273	86,279	82,431	1,017,865
Services and Operations	2,278,253	927,787	1,682,639	596,635	643,707	306,685	971,277	1,010,730	711,237	1,265,345	1,157,994	11,552,289
Depreciation / Cap Outlay	52,679	25,400	3,901	9,493	17,261	2,075	-	47,055	438,436	7,951	644	604,894
Other Outflows	-	-	-	-	-	(0)	-	(0)	478,412	-	-	478,412
Total Expenses	**5,879,296**	**3,289,772**	**4,514,284**	**1,584,804**	**2,229,986**	**1,171,602**	**2,500,241**	**3,554,923**	**5,055,009**	**3,199,904**	**3,769,439**	**36,749,261**
Net Revenue	**477,549**	**794,647**	**(116,140)**	**(303,604)**	**208,186**	**45,535**	**192,237**	**731,147**	**1,539,413**	**(141,129)**	**(7,216)**	**3,420,624**
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	477,549	794,647	(116,140)	(303,604)	208,186	45,535	192,237	731,147	1,539,413	(141,129)	(7,216)	3,420,624
Current Net Asset Balance	**5,339,707**	**1,811,200**	**930,870**	**1,019,125**	**1,990,193**	**1,859,824**	**1,734,878**	**4,966,708**	**9,067,923**	**201,531**	**1,616,447**	**30,538,405**
Current Bal. as % of Exp.:	90.8%	55.1%	20.6%	64.3%	89.2%	158.7%	69.4%	139.7%	179.4%	6.3%	42.9%	83.1%

DMS
DELTA MANAGED SOLUTIONS

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Projected Average Daily Attendance:																3,741	3,741	-	
SUMMARY																			
Revenue																			
LCFF Entitlement	930,108	2,462,858	2,750,194	4,342,936	3,272,262	3,343,702	4,480,793	3,544,698	6,430,834	-	-	-	31,558,385	31,311,778	246,607	40,566,661	40,566,661	-	78%
Federal Revenue	30,603	25,468	16,914	454,917	43,883	(2,557)	793,190	29,599	124,984	-	-	-	1,517,002	1,709,267	(192,265)	2,674,951	2,674,951	-	57%
Other State Revenues	108,155	195,716	218,061	434,732	318,562	924,477	115,361	483,678	424,107	-	-	-	3,222,849	3,584,832	(361,982)	4,995,832	5,135,856	140,024	63%
Other Local Revenues	407,468	436,103	454,532	354,743	364,259	271,838	351,834	611,464	619,407	-	-	-	3,871,648	4,031,247	(159,599)	5,302,586	5,260,265	(42,322)	74%
Total Revenue	**1,476,334**	**3,120,145**	**3,439,701**	**5,587,328**	**3,998,966**	**4,537,461**	**5,741,178**	**4,669,440**	**7,599,332**	**-**	**-**	**-**	**40,169,885**	**40,637,124**	**(467,239)**	**53,540,030**	**53,637,733**	**97,702**	**75%**
Expenditures																			
Certificated Salaries	1,123,015	1,460,340	1,586,414	1,494,422	1,523,607	1,516,740	1,516,096	787,981	1,519,420	-	-	-	12,528,035	12,833,557	(305,521)	18,490,875	18,479,501	(11,374)	68%
Classified Salaries	462,640	483,555	629,281	556,480	589,448	572,592	515,429	357,041	556,768	-	-	-	4,723,234	4,729,913	(6,679)	6,476,601	6,441,257	(35,344)	73%
Benefits	319,182	642,496	747,578	845,683	469,270	913,552	599,649	481,999	825,123	-	-	-	5,844,531	5,969,978	(125,447)	8,916,745	8,901,238	(15,508)	66%
Books and Supplies	106,925	240,122	444,380	266,965	185,505	(329,105)	(128,321)	242,165	(10,771)	-	-	-	1,017,865	1,310,345	(292,479)	2,183,641	2,451,459	267,818	42%
Services and Operating Exp.	803,104	1,125,471	1,129,471	1,623,717	1,131,388	1,520,522	1,337,414	1,268,487	1,612,715	-	-	-	11,552,289	12,087,566	(535,277)	18,470,221	18,571,570	101,349	62%
Depreciation & Cap Outlay	40,649	33,044	33,043	33,044	(78,216)	333,189	8,093	8,432	193,617	-	-	-	604,894	557,237	47,657	1,009,711	1,009,711	-	60%
Other Outflows	44,690	54,630	130,651	48,008	48,008	45,943	(45,746)	34,792	117,435	-	-	-	478,412	419,696	58,715	601,727	601,727	-	80%
Total Expenditures	**2,900,203**	**4,039,659**	**4,700,818**	**4,868,319**	**3,869,009**	**4,573,434**	**3,802,614**	**3,180,897**	**4,814,308**	**-**	**-**	**-**	**36,749,261**	**37,908,292**	**(1,159,031)**	**56,149,521**	**56,456,463**	**306,942**	**65%**
Net Revenues													**3,420,624**	**2,728,832**	**691,792**	**(2,609,491)**	**(2,818,731)**	**(209,240)**	

Fund Balance		
Beginning Balance (Audited)	27,117,781	
Net Revenues	(2,818,731)	
Ending Fund Balance	**24,299,050**	
Components of Fund Bal.		
Available For Econ. Uncert.	15,633,946	27.7% of Expenditures
Restricted Balances (Est.)	936,080	1.7% of Expenditures
Net Fixed Assets	7,729,025	13.7% of Expenditures
Ending Fund Balance	**24,299,050**	**43.0% of Expenditures**

DELTA MANAGED SI

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	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	Second Interim Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
LCFF Entitlement																			
8011 State Aid	387,774	1,318,518	1,628,737	2,410,866	2,373,330	2,373,330	2,373,330	2,135,547	3,798,478	-	-	-	18,799,911	19,119,856	(319,945)	24,454,499	24,454,499	-	5,654,589
8012 EPA Entitlement	-	-	51,313	1,182,423	-	51,312	1,182,421	-	1,347,393	-	-	-	3,814,862	3,649,890	164,972	4,831,644	4,831,644	-	1,016,782
8019 Prior Year Adjustments	-	52,760	-	-	-	-	(58,254)	(1,554)	38,453	-	-	-	31,405	(5,329)	36,734	-	-	-	(31,405)
8096 InLieuPropTaxes	542,334	1,091,580	1,070,144	749,647	898,932	919,060	983,296	1,410,705	1,246,510	-	-	-	8,912,208	8,547,361	364,847	11,280,518	11,280,518	-	2,368,310
SUBTOTAL - LCFF Entitlement	**930,108**	**2,462,858**	**2,750,194**	**4,342,936**	**3,272,262**	**3,343,702**	**4,480,793**	**3,544,698**	**6,430,834**	**-**	**-**	**-**	**31,558,385**	**31,311,778**	**246,607**	**40,566,661**	**40,566,661**	**-**	**9,008,276**
Federal Revenue																			
8181 SpEd - Revenue	12,588	25,468	16,914	16,914	16,914	14,272	28,353	29,599	13,617	-	-	-	174,639	257,092	(82,453)	554,909	554,909	-	380,270
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	18,015	-	-	438,003	26,969	(16,828)	770,575	-	111,367	-	-	-	1,348,101	1,452,175	(104,074)	2,120,043	2,120,043	-	771,942
8295 Federal Revenue PY Adj	-	-	-	-	-	-	(5,738)	-	-	-	-	-	(5,738)	-	(5,738)	-	-	-	5,738
SUBTOTAL - Federal Revenue	**30,603**	**25,468**	**16,914**	**454,917**	**43,883**	**(2,557)**	**793,190**	**29,599**	**124,984**	**-**	**-**	**-**	**1,517,002**	**1,709,267**	**(192,265)**	**2,674,951**	**2,674,951**	**-**	**1,157,949**
Other State Revenue																			
8311 SpEd Revenue	108,155	144,977	177,423	221,886	177,423	169,742	189,574	86,044	295,063	-	-	-	1,570,287	1,489,695	80,592	2,154,557	2,154,557	-	584,270
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	21,344	71,355	-	-	-	-	-	-	92,699	92,699	0	92,699	92,699	-	(0)
8560 StateLotteryRev	-	-	40,637	158,543	-	36,407	187,793	-	51,881	-	-	-	475,260	517,459	(42,200)	809,109	809,109	-	333,850
8590 AllOthStateRev	-	50,739	2	54,304	119,795	646,973	68,923	397,634	77,163	-	-	-	1,415,532	1,484,978	(69,446)	1,939,467	2,079,491	140,024	523,935
8595 State Rev PY Adj	-	-	-	-	-	-	(330,928)	-	-	-	-	-	(330,928)	-	(330,928)	-	-	-	330,928
SUBTOTAL - Other State Revenue	**108,155**	**195,716**	**218,061**	**434,732**	**318,562**	**924,477**	**115,361**	**483,678**	**424,107**	**-**	**-**	**-**	**3,222,849**	**3,584,832**	**(361,982)**	**4,995,832**	**5,135,856**	**140,024**	**1,772,982**
Local Revenue																			
8600 Other Local Rev	-	1,853	-	-	5,000	68,923	(75,777)	140,947	-	-	-	-	140,947	107,113	33,834	2,228	2,228	-	(138,719)
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	967	823	1,278	1,059	744	1,500	1,212	889	1,710	-	-	-	10,182	8,870	1,312	10,104	10,104	-	(78)
8690 OthLocal-Suspense	-	-	-	-	-	(480,782)	421,495	69,737	(10,150)	-	-	-	300	7,901	(7,601)	-	-	-	(300)
8695 PY Rev Adj	-	-	-	-	-	-	(368,897)	-	-	-	-	-	(368,897)	-	(368,897)	-	-	-	368,897
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8701 CMO Fee - MSA-1	74,594	74,594	74,594	74,594	-	149,189	54,408	71,710	71,710	-	-	-	645,394	652,086	(6,691)	895,132	895,132	-	249,737
8702 CMO Fee - MSA-2	67,601	67,601	67,601	67,601	-	135,202	49,306	64,988	64,988	-	-	-	584,888	590,952	(6,064)	811,213	811,213	-	226,325
8703 CMO Fee - MSA-3	74,594	74,594	74,594	-	149,189	69,651	69,651	69,651	69,651	-	-	-	651,574	658,316	(6,742)	895,132	895,132	-	243,558
8704 CMO Fee - MSA-4	5,595	5,595	5,595	-	11,189	1,382	1,382	1,382	1,382	-	-	-	33,501	40,660	(7,158)	67,135	67,135	-	33,633
8705 CMO Fee - MSA-5	13,986	13,986	13,986	-	27,973	51,476	51,476	51,476	51,476	-	-	-	275,835	210,574	65,262	167,837	167,837	-	(107,999)
8706 CMO Fee - MSA-6	5,595	5,595	5,595	-	11,189	1,382	1,382	1,382	1,382	-	-	-	33,501	40,660	(7,158)	67,135	67,135	-	33,633
8707 CMO Fee - MSA-7	37,297	37,297	37,297	-	74,594	34,825	34,825	34,825	34,825	-	-	-	325,787	329,158	(3,371)	447,566	447,566	-	121,779
8708 CMO Fee - MSA-8	74,594	74,594	74,594	74,594	-	149,189	54,408	71,710	71,710	-	-	-	645,394	652,086	(6,691)	895,132	895,132	-	249,737
8709 CMO Fee - MSA-SA	74,594	74,594	74,594	74,594	-	(37,851)	-	-	-	-	-	-	260,526	268,966	(8,440)	295,132	295,132	-	34,606
8712 CMO Fee - MSA-SD	-	-	-	-	-	34,631	-	-	231,432	-	-	-	266,063	122,177	143,886	393,570	359,570	(34,000)	127,507
8699 Other Revenue	1,590	4,069	24,803	37,317	84,954	47,873	(155,379)	50	-	-	-	-	45,276	38,797	6,479	18,712	10,390	(8,322)	(26,564)
8999 Misc Revenue (Suspense)	(23,540)	906	-	24,983	(573)	45,250	(20,792)	9,403	17,634	-	-	-	53,271	26,945	26,326	-	-	-	(53,271)
SUBTOTAL - Local Revenue	**407,468**	**436,103**	**454,532**	**354,743**	**364,259**	**271,838**	**118,700**	**588,151**	**607,751**	**-**	**-**	**-**	**3,603,545**	**3,755,260**	**(151,716)**	**4,966,026**	**4,923,704**	**(42,322)**	**1,362,481**
Fundraising & Grants																			
8802 Donations - Private	-	-	-	-	-	(0)	32,748	(1,204)	15	-	-	-	31,558	27,313	4,245	14,200	14,200	-	(17,358)
8803 Fundraising	-	-	-	-	-	(0)	200,386	24,518	11,641	-	-	-	236,545	248,674	(12,128)	322,360	322,360	-	85,815
SUBTOTAL - Fundraising & Grants	**-**	**-**	**-**	**-**	**-**	**(0)**	**233,134**	**23,313**	**11,656**	**-**	**-**	**-**	**268,104**	**275,987**	**(7,883)**	**336,560**	**336,560**	**-**	**68,457**
TOTAL REVENUE	**1,476,334**	**3,120,145**	**3,439,701**	**5,587,328**	**3,998,966**	**4,537,461**	**5,741,178**	**4,669,440**	**7,599,332**	**-**	**-**	**-**	**40,169,885**	**40,637,124**	**(467,239)**	**53,540,030**	**53,637,733**	**97,702**	**13,370,146**
EXPENSES																			
Certificated Salaries																			
1100 TeacherSalaries	656,801	1,157,853	1,256,720	1,174,204	1,208,775	1,213,542	1,156,337	624,403	1,208,081	-	-	-	9,656,717	9,895,893	(239,176)	14,382,390	14,369,466	(12,924)	4,725,673
1300 Cert Adminis	466,214	302,487	329,694	320,218	314,832	303,198	359,759	163,578	311,339	-	-	-	2,871,318	2,937,664	(66,345)	4,108,485	4,110,035	1,550	1,237,167
SUBTOTAL - Certificated Salaries	**1,123,015**	**1,460,340**	**1,586,414**	**1,494,422**	**1,523,607**	**1,516,740**	**1,516,096**	**787,981**	**1,519,420**	**-**	**-**	**-**	**12,528,035**	**12,833,557**	**(305,521)**	**18,490,875**	**18,479,501**	**(11,374)**	**5,962,840**

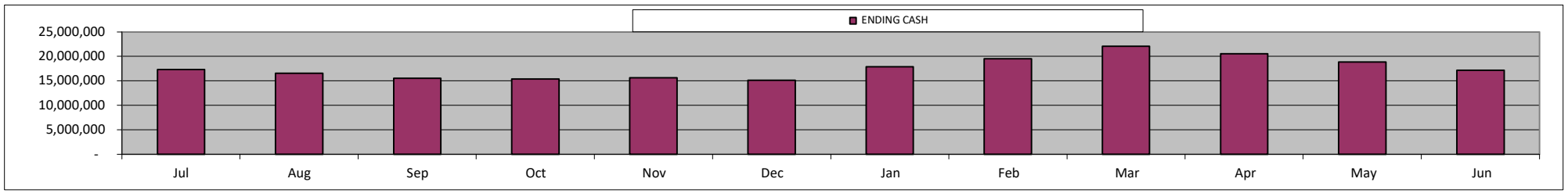
March 2020 Monthly Update Actuals through March 31, 2020)		Year To Date														Annual Budget			
CONSOLIDATED		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	24,808	75,808	149,023	245,488	156,866	143,033	166,478	109,397	143,281	-	-	-	1,214,183	1,231,971	(17,788)	1,731,285	1,717,917	(13,368)	517,101
2200	Classified Support	63,101	94,088	137,436	100,521	121,226	113,549	98,886	83,095	101,777	-	-	-	913,679	916,104	(2,425)	1,239,131	1,216,484	(22,648)	325,452
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	231,541	247,781	272,004	239,750	254,831	256,752	221,851	195,169	260,662	-	-	-	2,180,340	2,169,291	11,049	2,943,089	2,943,761	672	762,749
2900	OtherClassStaff	143,190	65,878	70,818	(29,280)	56,525	59,258	28,213	(30,620)	51,049	-	-	-	415,031	412,547	2,484	563,096	563,096	0	148,065
	SUBTOTAL - Classified Salaries	**462,640**	**483,555**	**629,281**	**556,480**	**589,448**	**572,592**	**515,429**	**357,041**	**556,768**	**-**	**-**	**-**	**4,723,234**	**4,729,913**	**(6,679)**	**6,476,601**	**6,441,257**	**(35,344)**	**1,753,367**
Employee Benefits																				
3101	STRS-Certified	114,557	246,469	247,411	398,747	254,866	271,174	255,005	131,176	256,230	-	-	-	2,175,635	2,198,868	(23,233)	3,065,204	3,059,345	(5,859)	889,569
3102	STRS-Classified	8,959	11,471	12,144	10,728	12,878	13,643	9,010	7,360	13,831	-	-	-	100,023	87,541	12,482	91,722	91,722	-	(8,301)
3201	PERS-Cert	761	2,291	3,581	2,970	2,301	2,301	2,301	1,151	2,301	-	-	-	19,957	20,663	(706)	29,985	29,985	-	10,028
3202	PERS-Classified	58,955	59,436	83,123	72,822	72,951	71,013	64,928	47,808	69,762	-	-	-	600,798	663,156	(62,359)	1,072,731	1,066,977	(5,754)	471,933
3301	OASDI/Med-Cert	16,699	21,742	23,776	21,849	23,170	22,762	20,440	11,595	22,426	-	-	-	184,457	229,793	(45,336)	439,856	437,907	(1,949)	255,399
3302	OASDI/Med-Class	31,305	32,714	43,096	38,785	38,056	37,621	35,422	25,091	38,001	-	-	-	320,093	296,720	23,372	342,071	341,888	(183)	21,978
3401	HlthWelfareCert	11,764	223,773	302,225	277,198	22,955	424,006	178,752	233,658	376,362	-	-	-	2,050,692	2,105,515	(54,822)	3,442,187	3,437,643	(4,544)	1,391,495
3402	HlthWelfareCert	-	-	1,026	6,698	-	11,342	13,356	3,000	14,801	-	-	-	50,224	39,179	11,045	50,824	50,824	-	600
3501	UI-Certificated	-	7,091	1,384	2,891	4,954	(102)	7,166	7,479	(84)	-	-	-	30,780	43,590	(12,809)	83,039	84,139	1,100	52,259
3502	UI-Classified	25	403	289	(308)	82	96	8,192	1,247	631	-	-	-	10,657	8,755	1,902	4,816	4,816	-	(5,840)
3601	WorkersCmp-Cert	64,022	21,356	21,356	4,941	30,956	44,868	(7,628)	5,561	19,454	-	-	-	204,886	199,375	5,511	242,596	245,778	3,182	37,710
3701	Other Retirement-Cert	8,291	11,856	4,072	4,240	2,018	10,672	8,342	4,569	7,602	-	-	-	61,663	42,477	19,186	6,566	6,566	-	(55,097)
3901	OthBenes-Cert	-	15	19	1	1	1	82	16	34	-	-	-	168	7,712	(7,544)	31,201	29,701	(1,500)	31,033
3902	OthBenes-Class	3,844	3,879	4,078	4,121	4,082	4,156	4,282	2,287	3,770	-	-	-	34,498	26,635	7,863	13,947	13,947	-	(20,551)
	SUBTOTAL - Employee Benefits	**319,182**	**642,496**	**747,578**	**845,683**	**469,270**	**913,552**	**599,649**	**481,999**	**825,123**	**-**	**-**	**-**	**5,844,531**	**5,969,978**	**(125,447)**	**8,916,745**	**8,901,238**	**(15,508)**	**3,072,214**
Books & Supplies																				
4100	Text&CoreCurric	7,485	120,494	52,793	42,606	5,263	3,325	10,845	99,915	2,778	-	-	-	345,503	352,742	(7,238)	383,790	383,790	-	38,287
4200	BooksOthRefMats	-	451	1,174	2,493	82	(1,360)	-	578	538	-	-	-	3,956	7,002	(3,046)	18,114	18,114	0	14,157
4310	Ins Mats & Sups	9,385	14,946	1,110	4,938	12,744	(989)	849	132,710	(90,069)	-	-	-	85,625	231,293	(145,668)	403,650	402,733	(917)	318,025
4315	OthrSupplies	-	270	2,018	718	-	34	1,003	1,380	759	-	-	-	6,183	9,748	(3,566)	23,154	23,154	-	16,971
4320	Office Supplies	827	4,618	(15,278)	12,398	30,056	9,199	2,644	13,781	7,817	-	-	-	66,062	76,277	(10,215)	132,175	210,175	78,000	66,112
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	1,183	(1,183)	4,852	4,852	-	4,852
4326	Arts&MusicSupps	(230)	-	-	5,215	217	49	589	4,895	1,315	-	-	-	12,050	19,356	(7,306)	46,081	46,081	-	34,031
4335	PE Supplies	-	-	-	1,701	-	-	5,269	342	444	-	-	-	7,756	13,430	(5,674)	32,395	32,395	-	24,639
4340	Educat Software	14,435	19,511	26,280	21,047	108,805	20,903	112	9,630	44,221	-	-	-	264,944	256,990	7,954	369,417	351,485	(17,932)	104,473
4345	NonInstStdntSup	2,201	17,474	2,430	1,568	2,533	7,016	1,195	1,685	3,300	-	-	-	39,401	46,171	(6,770)	77,388	214,388	137,000	37,987
4346	TeacherSupplies	-	66	1,928	1,102	1,284	2,040	228	2,528	703	-	-	-	9,877	14,376	(4,498)	30,500	30,500	-	20,623
4350	Cust. Supplies	-	-	6,487	1,067	3,039	449	7,245	7,537	5,369	-	-	-	31,193	37,551	(6,358)	73,905	73,905	-	42,712
4351	Yearbook	-	-	-	525	900	-	-	-	-	-	-	-	1,425	2,453	(1,028)	5,640	5,640	-	4,215
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	573	(573)	2,350	2,350	-	2,350
4400	NonCapEquip-Gen	-	-	737	4,862	1,115	571	-	1,515	1,233	-	-	-	10,034	25,702	(15,669)	78,097	110,397	32,300	68,063
4410	ClssrmFrnEqp<5k	-	5,663	124	-	-	1,858	-	-	95	-	-	-	7,740	10,268	(2,528)	18,400	18,400	-	10,660
4430	OffceFurnEqp<5k	1,393	321	1,579	493	50	-	-	847	-	-	-	-	4,683	11,033	(6,351)	30,720	29,935	(785)	26,037
4440	Computers <$5k	7,393	332	-	14,627	6,613	8,971	4,991	6,084	290	-	-	-	49,301	66,242	(16,942)	119,661	119,661	-	70,360
4461	Fixed Asset Susp (Imp)	-	-	254,968	-	-	(0)	(254,968)	-	-	-	-	-	(0)	(0)	(0)	-	-	-	0
4464	Equipment (Pre-Cap)	-	-	52,304	29,903	10,063	-	(92,271)	1,666	-	-	-	-	1,666	1,260	406	-	42,700	42,700	(1,666)
4710	Food	(81)	154	4,356	15,328	11,558	11,220	8,438	39,745	3,675	-	-	-	94,392	119,597	(25,204)	209,122	209,122	-	114,730
4720	Food:Other Food	725	10,654	5,698	12,346	3,705	3,956	1,473	4,439	5,060	-	-	-	48,055	62,808	(14,753)	124,230	121,682	(2,548)	76,175
4990	PY Expense Adj	-	1,194	-	3,111	(295)	(396,952)	173,318	(255)	-	-	-	-	(219,879)	(166,250)	(53,629)	-	-	-	219,879
4999	Misc Expenditure (Suspense)	63,391	43,975	45,673	90,918	(12,227)	604	720	(86,858)	1,701	-	-	-	147,897	110,539	37,358	-	-	-	(147,897)
	SUBTOTAL - Books and Supplies	**106,925**	**240,122**	**444,380**	**266,965**	**185,505**	**(329,105)**	**(128,321)**	**242,165**	**(10,771)**	**-**	**-**	**-**	**1,017,865**	**1,310,345**	**(292,479)**	**2,183,641**	**2,451,459**	**267,818**	**1,165,776**

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5100	CMO Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,204	-	(1,204)	1,204
5101	CMO Fees	428,451	428,451	428,451	291,384	274,134	589,075	316,838	367,125	598,557	-	-	-	3,722,465	3,565,634	156,831	4,934,982	4,900,982	(34,000)	1,212,517
5205	Conference Fees	209	-	-	1,400	-	-	-	-	2,155	-	-	-	3,764	9,914	(6,150)	35,658	35,658	-	31,894
5210	MilesParkTolls	4,569	3,805	3,104	4,257	5,436	6,955	4,857	6,529	3,485	-	-	-	42,996	52,745	(9,749)	93,770	93,770	-	50,774
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	2,073	(2,073)	8,500	8,500	-	8,500
5220	TraLodging	193	(200)	-	886	648	2,136	240	89	1,195	-	-	-	5,188	21,919	(16,731)	77,489	76,489	(1,000)	72,301
5300	DuesMemberships	15,305	28,928	7,690	4,891	577	33,545	7,132	3,706	441	-	-	-	102,214	113,548	(11,333)	150,046	150,046	-	47,832
5450	Other Insurance	65,442	20,488	22,686	18,290	39,137	26,042	14,934	20,368	19,653	-	-	-	247,041	240,983	6,057	283,130	283,130	-	36,089
5500	OpsHousekeeping	3,488	7,162	16,072	19,017	19,033	21,489	17,471	12,424	15,211	-	-	-	131,367	135,646	(4,279)	196,065	196,565	500	64,698
5510	Gas & Electric	15	12,822	27,396	30,721	23,301	21,348	19,365	18,672	19,212	-	-	-	172,851	192,629	(19,778)	313,500	313,500	-	140,649
5610	Rent & Leases	156,669	275,832	284,832	793,929	362,166	266,265	471,903	279,017	412,961	-	-	-	3,303,576	3,350,220	(46,644)	4,774,995	4,774,995	-	1,471,419
5620	EquipmentLeases	5,784	9,149	21,588	8,656	18,261	13,325	13,174	39,284	13,508	-	-	-	142,730	150,733	(8,002)	217,414	218,414	1,000	74,683
5630	Reps&MaintBldng	845	6,295	8,004	2,163	1,332	2,687	8,053	12,570	6,717	-	-	-	48,666	62,555	(13,890)	126,435	126,435	-	77,769
5800	ProfessServices	16,737	103,025	20,679	38,036	69,042	68,028	54,313	67,333	56,702	-	-	-	493,895	579,110	(85,215)	1,019,054	1,021,177	2,123	525,159
5810	Legal	-	6,009	11,634	128,812	(21,412)	16,065	26,120	71,567	15,759	-	-	-	254,553	286,430	(31,876)	434,097	456,097	22,000	179,544
5811	Property Tax Refund	-	-	-	-	-	-	-	(3,560)	-	-	-	-	(3,560)	-	(3,560)	-	-	-	3,560
5813	SchPrgAftSchool	-	106	66,388	21,417	39,356	34,508	28,250	27,839	30,357	-	-	-	248,221	237,096	11,125	296,713	350,714	54,001	48,492
5814	SchPrgAcadComps	-	3,421	100	2,123	1,576	2,468	999	2,480	1,491	-	-	-	14,658	24,916	(10,258)	61,338	66,367	5,029	46,680
5819	SchlProgs-Other	495	4,000	9,324	7,630	9,729	17,832	14,355	12,742	16,408	-	-	-	92,515	110,946	(18,431)	218,947	216,557	(2,390)	126,431
5820	Audit & CPA	-	-	175	(700)	-	-	59,931	-	-	-	-	-	59,406	91,202	(31,796)	189,771	189,771	-	130,365
5825	DMSBusinessSvcs	34,474	68,948	-	68,948	34,474	34,474	34,878	34,878	34,878	-	-	-	345,950	362,030	(16,080)	520,000	520,000	-	174,050
5835	Field Trips	-	25	8,701	9,281	15,988	6,596	8,065	18,956	12,291	-	-	-	79,903	119,268	(39,365)	279,401	275,247	(4,154)	199,498
5836	FieldTrip Trans	-	6,827	6,827	8,717	8,126	6,827	9,076	9,683	5,727	-	-	-	61,808	62,002	(195)	80,360	80,360	-	18,552
5840	MarkngStdtRecrt	2,000	16,198	13,092	10,162	12,446	4,725	1,768	2,081	1,424	-	-	-	63,897	96,522	(32,625)	202,075	202,075	-	138,178
5850	Oversight Fees	9,557	15,958	11,509	8,535	8,536	10,347	13,217	18,182	12,173	-	-	-	108,012	176,920	(68,908)	428,269	428,269	-	320,257
5857	Payroll Fees	19,463	18,206	17,008	5,380	14,485	14,658	20,975	10,681	16,832	-	-	-	137,688	138,058	(370)	191,386	191,386	-	53,698
5860	Service Fees	181	18,062	1,642	439	913	(15,373)	32,117	2,602	878	-	-	-	41,462	56,806	(15,344)	107,095	107,095	-	65,633
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	2,439	(2,439)	10,000	10,000	-	10,000
5863	Prof Developmnt	11,960	17,981	10,694	11,427	3,158	2,853	400	3,862	25,784	-	-	-	88,120	123,601	(35,480)	313,522	308,522	(5,000)	225,402
5864	Prof Dev-Other	4,772	1,854	4,641	3,098	327	40,248	33,763	8,016	8,382	-	-	-	105,102	129,159	(24,057)	229,721	232,721	3,000	124,619
5869	SpEd Ctrct Inst	-	-	20,905	18,976	40,419	140,935	61,855	71,003	146,420	-	-	-	500,513	460,336	40,177	789,691	857,341	67,650	289,178
5870	Livescan	-	-	644	327	74	178	61	70	211	-	-	-	1,565	1,934	(370)	3,735	3,735	-	2,170
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	95,819	23,129	10,639	-	-	-	129,586	142,086	(12,500)	213,814	208,764	(5,050)	84,228
5875	Staff Recruiting	-	1,256	-	1,747	194	782	441	245	654	-	-	-	5,319	6,979	(1,660)	14,154	14,154	-	8,835
5884	Substitutes	-	-	38,170	58,091	108,961	115,823	54,012	83,949	100,721	-	-	-	559,727	536,608	23,120	777,173	776,017	(1,156)	217,446
5890	OthSvcsNon-Inst	1,298	1,348	269	-	6,453	1,746	696	346	346	-	-	-	12,503	24,120	(11,617)	61,204	61,204	-	48,702
5900	Communications	4,696	3,448	3,159	1,283	436	3,556	1,703	2,673	2,791	-	-	-	23,745	36,201	(12,456)	83,467	83,467	-	59,721
5920	TelecomInternet	12,744	7,239	7,118	7,240	16,398	14,468	9,231	5,102	11,159	-	-	-	90,699	122,516	(31,817)	255,740	255,740	-	165,041
5930	PostageDelivery	3,596	4,003	3,138	2,975	4,926	5,498	285	5,509	1,539	-	-	-	31,470	42,169	(10,699)	80,109	80,109	-	48,639
5940	Technology	158	34,823	53,831	34,180	12,760	10,413	3,559	12,793	6,056	-	-	-	168,573	219,512	(50,939)	396,197	396,197	-	227,624
5990	PY Expense Adjustments	-	-	-	-	-	-	(102,440)	16,541	-	-	-	-	(85,899)	-	(85,899)	-	-	-	85,899
	SUBTOTAL - Services & Other Operating Exp.	**803,104**	**1,125,471**	**1,129,471**	**1,623,717**	**1,131,388**	**1,520,522**	**1,337,414**	**1,268,487**	**1,612,715**	**-**	**-**	**-**	**11,552,289**	**12,087,566**	**(535,277)**	**18,470,221**	**18,571,570**	**101,349**	**6,917,932**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	7,605	-	(1)	(0)	1	-	-	-	-	-	-	-	7,605	7,605	(0)	7,605	7,605	-	0
6900	Depreciation	33,044	33,044	33,044	33,044	(78,217)	333,189	8,093	8,432	193,617	-	-	-	597,290	549,632	47,657	1,002,106	1,002,106	-	404,816

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
SUBTOTAL - Capital Outlay & Depreciation	**40,649**	**33,044**	**33,043**	**33,044**	**(78,216)**	**333,189**	**8,093**	**8,432**	**193,617**	**-**	**-**	**-**	**604,894**	**557,237**	**47,657**	**1,009,711**	**1,009,711**	**-**	**404,816**
Other Outflows																			
7299 Other Outgo (not incl. SPED Encroachment)	9,898	19,839	13,216	13,216	13,216	11,152	(80,538)	-	-	-	-	-	(0)	(0)	(0)	-	-	-	0
7310 Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	4,329	(4,329)	17,750	17,750	-	17,750
7438 InterestExpense	34,792	34,792	117,435	34,792	34,792	34,792	34,792	34,792	117,435	-	-	-	478,412	415,367	63,045	583,977	583,977	-	105,566
SUBTOTAL - Other Outflows	**44,690**	**54,630**	**130,651**	**48,008**	**48,008**	**45,943**	**(45,746)**	**34,792**	**117,435**	**-**	**-**	**-**	**478,412**	**419,696**	**58,715**	**601,727**	**601,727**	**-**	**123,315**
TOTAL EXPENSES	**2,900,203**	**4,039,659**	**4,700,818**	**4,868,319**	**3,869,009**	**4,573,434**	**3,802,614**	**3,180,897**	**4,814,308**	**-**	**-**	**-**	**36,749,261**	**37,908,292**	**(1,159,031)**	**56,149,521**	**56,456,463**	**306,942**	**19,400,260**

Monthly Update - Monthly Cash Flow (Actuals + Projections)

All MPS (not LLC)	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**17,798,003**	**17,345,256**	**16,542,367**	**15,504,680**	**15,368,470**	**15,631,698**	**15,109,986**	**17,891,669**	**19,506,007**	**22,052,217**	**20,562,624**	**18,860,722**		
Revenue														
LCFF Entitlement	930,108	2,462,858	2,750,194	4,342,936	3,272,262	3,343,702	4,480,793	3,544,698	6,430,834	2,758,007	2,758,007	2,758,007	980,863	**40,813,268**
Federal Revenue	30,603	25,468	16,914	454,917	43,883	(2,557)	793,190	29,599	124,984	311,511	311,511	311,511	31,151	**2,482,686**
Other State Revenues	108,155	195,716	218,061	434,732	318,562	924,477	115,361	483,678	424,107	455,161	455,161	455,161	185,540	**4,773,873**
Other Local Revenues	407,468	436,103	454,532	354,743	364,259	271,838	351,834	611,464	619,407	410,109	410,109	410,109	(1,311)	**5,100,666**
Total Revenue	**1,476,334**	**3,120,145**	**3,439,701**	**5,587,328**	**3,998,966**	**4,537,461**	**5,741,178**	**4,669,440**	**7,599,332**	**3,934,789**	**3,934,789**	**3,934,789**	**1,196,243**	**53,170,493**
Expenses														
Certificated Salaries	1,123,015	1,460,340	1,586,414	1,494,422	1,523,607	1,516,740	1,516,096	787,981	1,519,420	1,824,941	1,824,941	1,824,941	171,120	**18,173,980**
Classified Salaries	462,640	483,555	629,281	556,480	589,448	572,592	515,429	357,041	556,768	563,448	563,448	563,448	21,001	**6,434,578**
Benefits	319,182	642,496	747,578	845,683	469,270	913,552	599,649	481,999	825,123	950,570	950,570	950,570	79,549	**8,775,791**
Books and Supplies	106,925	240,122	444,380	266,965	185,505	(329,105)	(128,321)	242,165	(10,771)	281,709	281,709	281,709	295,989	**2,158,980**
Services and Operations	803,104	1,126,768	1,129,471	1,623,717	1,131,388	1,520,522	1,337,414	1,268,487	1,612,715	2,058,533	2,058,533	2,058,533	308,406	**18,037,590**
Depreciation / Cap Outlay	40,649	33,044	33,043	33,044	(78,216)	333,189	8,093	8,432	193,617	145,959	145,959	145,959	14,596	**1,057,368**
Other Outflows	44,690	54,630	130,651	48,008	48,008	45,943	(45,746)	34,792	117,435	58,720	58,720	58,720	5,872	**660,443**
Total Expenses	**2,900,203**	**4,040,956**	**4,700,818**	**4,868,319**	**3,869,009**	**4,573,434**	**3,802,614**	**3,180,897**	**4,814,308**	**5,883,879**	**5,883,879**	**5,883,879**	**896,534**	**55,298,729**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	2,927,160	869,149	69,811	410,861	35,628	146,159	168,983	-	29,049	-	-	-		**4,656,801**
Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Other Assets/Accrual Adj	22,320	(37,474)	(107,118)	324,665	451,285	(234,280)	157,195	300,066	(24,002)	212,309	-	-		**1,064,965**
Fixed Assets - Depreciation Addback	40,649	33,044	33,043	33,044	(78,216)	333,189	8,093	8,432	193,617	145,959	145,959	145,959		**1,042,772**
Fixed Assets - Acquisitions	-	-	-	(2,070,744)	-	(252,594)	-	25,959	(34,000)	-	-	-		**(2,331,379)**
Due To (From)	(129,656)	(0)	(16,738)	153,736	3,594	3,594	(118,627)	(113,575)	(247,828)	61,737	61,737	61,737		**(280,288)**
Expenses - Prior Year Accruals	(1,957,258)	(810,049)	(41,487)	230,184	(330,101)	(362,985)	81,081	-	-	-	-	-		**(3,190,614)**
Accounts Payable - Current Year	63,560	58,905	262,542	18,555	6,603	(155,384)	509,831	(126,662)	(73,785)	-	-	-		**564,164**
Summerholdback for Teachers	4,346	4,346	23,378	44,479	44,479	44,479	44,479	39,492	39,492	39,492	39,492	39,492		**407,446**
Loans Payable (Current)	-	-	-	-	-	(7,917)	(7,917)	(7,917)	(121,356)	-	-	-		**(145,106)**
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**971,122**	**117,922**	**223,431**	**(855,220)**	**133,271**	**(485,739)**	**843,119**	**125,796**	**(238,814)**	**459,498**	**247,189**	**247,189**		**1,788,762**
Total Change in Cash	**(452,747)**	**(802,889)**	**(1,037,686)**	**(136,211)**	**263,228**	**(521,712)**	**2,781,683**	**1,614,339**	**2,546,210**	**(1,489,593)**	**(1,701,902)**	**(1,701,902)**		**(339,474)**
ENDING CASH	**17,345,256**	**16,542,367**	**15,504,680**	**15,368,470**	**15,631,698**	**15,109,986**	**17,891,669**	**19,506,007**	**22,052,217**	**20,562,624**	**18,860,722**	**17,158,820**		<<< = 113 days cash



MSA-1 Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($186,943).
This is an decrease of ($9,076) from the original July Budget projected deficit of ($177,867).
This will allow MSA-1 to end this fiscal year with a balance of $4,675,215, which is 50.4% 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 $341,194, 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 = increase of $10,924, 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 $0 lower 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 $0 lower 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 $8,234 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 $0 lower than in the the July Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of $20,000, or 0.2% 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 ($2,000) 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 $22,000 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 $0 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

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Projected Average Daily Attendance:																629	629	-	
SUMMARY																			
Revenue																			
LCFF Entitlement	86,630	385,827	321,339	740,903	486,005	486,004	740,903	572,636	1,479,953	-	-	-	5,300,199	4,951,400	348,799	7,294,736	7,294,736	-	73%
Federal Revenue	11,188	-	-	61,527	18,235	(11,188)	147,243	-	2,554	-	-	-	229,559	273,148	(43,589)	398,406	398,406	-	58%
Other State Revenues	14,837	14,837	26,706	67,345	26,706	392,116	(166,942)	352,881	142,215	-	-	-	870,701	1,050,330	(179,629)	1,311,243	1,322,167	10,924	66%
Other Local Revenues	-	358	6,747	(35,381)	14,344	(49,648)	8,697	6,035	5,233	-	-	-	(43,615)	55,294	(98,909)	74,900	74,900	-	-58%
Total Revenue	**112,655**	**401,022**	**354,792**	**834,394**	**545,290**	**817,284**	**729,901**	**931,552**	**1,629,955**	**-**	**-**	**-**	**6,356,844**	**6,330,173**	**26,672**	**9,079,285**	**9,090,209**	**10,924**	**70%**
Expenditures																			
Certificated Salaries	198,138	230,542	247,292	273,069	251,514	248,881	259,104	129,952	247,851	-	-	-	2,086,342	2,112,400	(26,059)	2,961,520	2,959,520	(2,000)	70%
Classified Salaries	54,072	52,825	66,202	65,515	61,140	59,481	62,472	35,152	60,136	-	-	-	516,996	499,769	17,227	632,787	632,787	-	82%
Benefits	42,589	89,250	89,968	131,408	70,022	139,341	107,897	74,687	106,230	-	-	-	851,391	885,304	(33,913)	1,319,748	1,319,748	-	65%
Books and Supplies	14,441	45,172	3,353	26,790	21,585	(59,344)	24,045	26,262	(8,669)	-	-	-	93,636	153,279	(59,644)	311,301	333,301	22,000	28%
Services and Operating Exp.	126,913	217,916	241,819	281,681	160,204	314,018	279,859	295,417	360,426	-	-	-	2,278,253	2,410,931	(132,679)	3,889,457	3,889,457	-	59%
Depreciation & Cap Outlay	15,578	15,578	15,578	15,578	(33,047)	5,853	5,853	5,853	5,853	-	-	-	52,679	69,814	(17,136)	141,079	141,079	-	37%
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	307	(307)	1,259	1,259	-	0%
Total Expenditures	**451,731**	**651,284**	**664,213**	**794,041**	**531,418**	**708,230**	**739,229**	**567,322**	**771,828**	**-**	**-**	**-**	**5,879,296**	**6,131,805**	**(252,509)**	**9,257,152**	**9,277,152**	**20,000**	**63%**
Net Revenues													**477,549**	**198,368**	**279,181**	**(177,867)**	**(186,943)**	**(9,076)**	

Fund Balance		
Beginning Balance (Audited)	4,862,158	
Net Revenues	(186,943)	
Ending Fund Balance	**4,675,215**	
Components of Fund Bal.		
Available For Econ. Uncert.	3,326,917	35.9% of Expenditures
Restricted Balances (Est.)	583,152	6.3% of Expenditures
Net Fixed Assets	765,146	8.2% of Expenditures
Ending Fund Balance	**4,675,215**	**50.4% of Expenditures**

DM
DELTA MANAGED SOL

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget

REVENUE DETAIL	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Actual YTD	Budget YTD	Variance	Second Interim 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	370,497	370,497	869,742	-	-	-	3,133,891	3,005,143	128,748	4,595,080	4,595,080	-	1,461,189
8012 EPA Entitlement	-	-	-	254,899	-	-	254,898	-	346,386	-	-	-	856,183	764,695	91,488	1,098,780	1,098,780	-	242,597
8019 Prior Year Adjustments	-	6,734	-	-	-	-	-	-	9,604	-	-	-	16,338	5,092	11,246	-	-	-	(16,338)
8096 InLieuPropTaxes	86,630	173,261	115,507	115,507	115,508	115,507	115,508	202,139	254,221	-	-	-	1,293,787	1,176,471	117,316	1,600,876	1,600,876	-	307,089
SUBTOTAL - LCFF Entitlement	**86,630**	**385,827**	**321,339**	**740,903**	**486,005**	**486,004**	**740,903**	**572,636**	**1,479,953**	**-**	**-**	**-**	**5,300,199**	**4,951,400**	**348,799**	**7,294,736**	**7,294,736**	**-**	**1,994,537**
Federal Revenue																			
8181 SpEd - Revenue	-	-	-	-	-	-	6,562	-	-	-	-	-	6,562	22,230	(15,668)	70,800	70,800	-	64,238
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	11,188	-	-	61,527	18,235	(11,188)	146,419	-	2,554	-	-	-	228,735	250,918	(22,184)	327,606	327,606	-	98,871
8295 Federal Revenue PY Adj	-	-	-	-	-	-	(5,738)	-	-	-	-	-	(5,738)	-	(5,738)	-	-	-	5,738
SUBTOTAL - Federal Revenue	**11,188**	**-**	**-**	**61,527**	**18,235**	**(11,188)**	**147,243**	**-**	**2,554**	**-**	**-**	**-**	**229,559**	**273,148**	**(43,589)**	**398,406**	**398,406**	**-**	**168,847**
Other State Revenue																			
8311 SpEd Revenue	14,837	14,837	26,706	26,706	26,706	26,706	28,941	-	65,052	-	-	-	230,491	214,552	15,939	366,802	366,802	-	136,311
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	17,727	-	-	-	-	-	-	17,727	17,727	-	17,727	17,727	-	-
8560 StateLotteryRev	-	-	-	29,688	-	-	41,796	-	-	-	-	-	71,483	87,219	(15,736)	135,999	135,999	-	64,516
8590 AllOthStateRev	-	-	-	10,951	-	347,683	-	352,881	77,163	-	-	-	788,679	730,833	57,846	790,715	801,639	10,924	2,037
8595 State Rev PY Adj	-	-	-	-	-	-	(237,678)	-	-	-	-	-	(237,678)	-	(237,678)	-	-	-	237,678
SUBTOTAL - Other State Revenue	**14,837**	**14,837**	**26,706**	**67,345**	**26,706**	**392,116**	**(166,942)**	**352,881**	**142,215**	**-**	**-**	**-**	**870,701**	**1,050,330**	**(179,629)**	**1,311,243**	**1,322,167**	**10,924**	**440,541**
Local Revenue																			
8600 Other Local Rev	-	-	-	-	2,500	-	(2,500)	-	-	-	-	-	-	-	-	-	-	-	-
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690 OthLocal-Suspense	-	-	-	-	-	(103,555)	103,555	-	-	-	-	-	-	-	-	-	-	-	-
8695 PY Rev Adj	-	-	-	-	-	-	(97,817)	-	-	-	-	-	(97,817)	-	(97,817)	-	-	-	97,817
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	(36,093)	12,220	51,459	(34,333)	-	-	-	-	-	-	-	-	-	-	-	-
8999 Misc Revenue (Suspense)	-	358	-	712	(376)	2,448	(2,479)	-	5,233	-	-	-	5,896	501	5,395	-	-	-	(5,896)
SUBTOTAL - Local Revenue	**-**	**358**	**6,747**	**(35,381)**	**14,344**	**(49,648)**	**(33,574)**	**-**	**5,233**	**-**	**-**	**-**	**(91,921)**	**501**	**(92,423)**	**-**	**-**	**-**	**91,921**
Fundraising & Grants																			
8802 Donations - Private	-	-	-	-	-	-	2,500	-	-	-	-	-	2,500	2,500	-	2,500	2,500	-	-
8803 Fundraising	-	-	-	-	-	(0)	39,771	6,035	-	-	-	-	45,806	52,292	(6,486)	72,400	72,400	-	26,594
SUBTOTAL - Fundraising & Grants	**-**	**-**	**-**	**-**	**-**	**(0)**	**42,271**	**6,035**	**-**	**-**	**-**	**-**	**48,306**	**54,792**	**(6,486)**	**74,900**	**74,900**	**-**	**26,594**
TOTAL REVENUE	**112,655**	**401,022**	**354,792**	**834,394**	**545,290**	**817,284**	**729,901**	**931,552**	**1,629,955**	**-**	**-**	**-**	**6,356,844**	**6,330,173**	**26,672**	**9,079,285**	**9,090,209**	**10,924**	**2,722,440**
EXPENSES																			
Certificated Salaries																			
1100 TeacherSalaries	137,776	193,286	208,937	215,939	211,164	210,227	197,950	110,325	208,747	-	-	-	1,694,350	1,726,976	(32,626)	2,475,234	2,473,234	(2,000)	780,884
1300 Cert Adminis	60,362	37,256	38,355	57,130	40,350	38,654	61,154	19,627	39,104	-	-	-	391,992	385,424	6,568	486,286	486,286	-	94,294
SUBTOTAL - Certificated Salaries	**198,138**	**230,542**	**247,292**	**273,069**	**251,514**	**248,881**	**259,104**	**129,952**	**247,851**	**-**	**-**	**-**	**2,086,342**	**2,112,400**	**(26,059)**	**2,961,520**	**2,959,520**	**(2,000)**	**875,178**

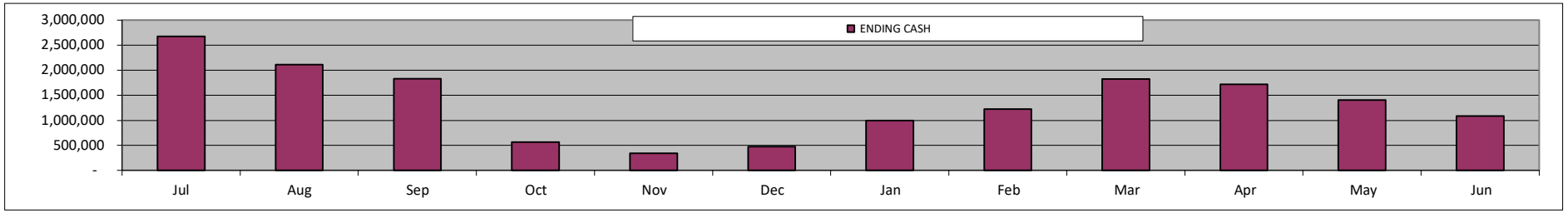
March 2020 Monthly Update Actuals through March 31, 2020)		Year To Date															Annual Budget			
MSA 1		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	9,274	9,713	15,253	17,074	15,375	13,948	20,592	11,041	11,755	-	-	-	124,025	123,320	705	157,574	157,574	-	33,549
2200	Classified Support	18,327	22,978	30,815	26,844	26,036	24,278	20,632	14,544	27,134	-	-	-	211,587	192,168	19,419	216,082	216,082	-	4,495
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	16,268	20,134	20,134	21,598	19,728	21,256	21,248	19,770	21,248	-	-	-	181,383	184,281	(2,897)	259,131	259,131	-	77,748
2900	OtherClassStaff	10,204	-	-	-	-	-	-	(10,204)	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Classified Salaries	**54,072**	**52,825**	**66,202**	**65,515**	**61,140**	**59,481**	**62,472**	**35,152**	**60,136**	**-**	**-**	**-**	**516,996**	**499,769**	**17,227**	**632,787**	**632,787**	**-**	**115,792**
Employee Benefits																				
3101	STRS-Certified	20,001	39,188	39,188	49,037	42,597	42,304	43,281	21,127	41,912	-	-	-	338,636	347,366	(8,730)	504,357	504,357	-	165,721
3102	STRS-Classified	307	1,093	1,203	1,446	1,387	1,470	1,333	955	1,280	-	-	-	10,475	10,611	(136)	15,000	15,000	-	4,525
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	9,142	8,890	10,869	10,165	10,092	9,735	8,226	6,024	10,023	-	-	-	83,165	83,354	(189)	115,009	115,009	-	31,844
3301	OASDI/Med-Cert	3,017	3,328	3,579	3,106	3,633	3,595	3,410	1,849	3,580	-	-	-	29,096	29,171	(75)	40,500	40,500	-	11,404
3302	OASDI/Med-Class	3,710	3,645	4,596	5,203	4,160	4,003	3,980	2,485	4,122	-	-	-	35,904	36,957	(1,053)	53,000	53,000	-	17,096
3401	HlthWelfareCert	-	30,108	27,782	58,499	3,277	74,709	38,437	38,436	42,470	-	-	-	313,717	326,312	(12,595)	497,014	497,014	-	183,297
3402	HlthWelfareCert	-	-	-	1,342	-	1,342	-	-	-	-	-	-	2,684	3,339	(655)	5,368	5,368	-	2,684
3501	UI-Certificated	-	910	585	436	37	18	5,926	997	130	-	-	-	9,040	21,370	(12,331)	60,000	60,000	-	50,960
3502	UI-Classified	217	7	80	105	82	96	1,192	726	604	-	-	-	3,109	2,747	362	3,500	3,500	-	391
3601	WorkersCmp-Cert	6,195	2,065	2,065	2,065	4,753	2,065	2,065	2,065	2,065	-	-	-	25,403	23,743	1,660	25,000	25,000	-	(403)
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	15	19	1	1	1	43	13	34	-	-	-	126	314	(188)	1,000	1,000	-	874
3902	OthBenes-Class	-	0	3	3	3	3	6	9	9	-	-	-	36	20	16	-	-	-	(36)
	SUBTOTAL - Employee Benefits	**42,589**	**89,250**	**89,968**	**131,408**	**70,022**	**139,341**	**107,897**	**74,687**	**106,230**	**-**	**-**	**-**	**851,391**	**885,304**	**(33,913)**	**1,319,748**	**1,319,748**	**-**	**468,357**
Books & Supplies																				
4100	Text&CoreCurric	-	36,104	-	2,652	1,377	-	-	229	2,662	-	-	-	43,023	43,553	(530)	53,445	53,445	-	10,422
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4310	Ins Mats & Sups	2,500	-	-	(804)	(250)	-	-	35,641	(26,230)	-	-	-	10,858	43,700	(32,842)	64,199	64,199	-	53,341
4315	OthrSupplies	-	-	2,018	462	-	34	-	1,380	142	-	-	-	4,037	7,823	(3,786)	20,000	20,000	-	15,963
4320	Office Supplies	111	152	-	1,442	2,829	1,469	682	1,407	1,080	-	-	-	9,171	9,045	126	12,000	17,000	5,000	2,829
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	3,568	217	49	-	4,895	1,315	-	-	-	10,045	14,796	(4,751)	33,600	33,600	-	23,555
4335	PE Supplies	-	-	-	-	-	-	4,699	342	-	-	-	-	5,041	6,251	(1,209)	10,000	10,000	-	4,959
4340	Educat Software	4,633	5,779	-	(17)	12,025	1,377	-	4,900	6,875	-	-	-	35,572	30,233	5,339	34,995	34,995	-	(577)
4345	NonInstStdntSup	-	3,828	-	-	-	863	581	370	-	-	-	-	5,642	7,717	(2,074)	14,148	32,148	18,000	8,505
4346	TeacherSupplies	-	-	-	-	305	216	228	2,000	59	-	-	-	2,808	3,542	(734)	6,000	6,000	-	3,192
4350	Cust. Supplies	-	-	471	-	2,852	449	3,797	4,365	4,129	-	-	-	16,063	16,340	(277)	30,000	30,000	-	13,937
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	1,025	-	-	-	1,025	976	49	4,000	4,000	-	2,975
4410	ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	1,463	(1,463)	6,000	5,000	(1,000)	6,000
4440	Computers <$5k	-	-	-	-	-	-	4,997	-	-	-	-	-	4,997	5,242	(245)	6,000	6,000	-	1,003
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	(0)	-	-	-	-	-	-	(0)	(0)	(0)	-	-	-	0
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	-	113	974	454	42	1,647	431	1,048	273	-	-	-	4,983	7,686	(2,703)	16,914	16,914	-	11,931
4990	PY Expense Adj	-	-	-	-	-	(65,450)	9,629	(3,810)	-	-	-	-	(59,631)	(45,087)	(14,544)	-	-	-	59,631
4999	Misc Expenditure (Suspense)	7,197	(804)	(110)	19,034	2,188	-	(1,000)	(26,506)	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Books and Supplies	**14,441**	**45,172**	**3,353**	**26,790**	**21,585**	**(59,344)**	**24,045**	**26,262**	**(8,669)**	**-**	**-**	**-**	**93,636**	**153,279**	**(59,644)**	**311,301**	**333,301**	**22,000**	**217,666**

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5100	CMO Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5101	CMO Fees	74,594	74,594	74,594	74,594	-	149,189	54,408	71,710	71,710	-	-	-	645,394	643,645	1,749	860,526	860,526	-	215,131
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	46	92	-	76	38	718	310	390	51	-	-	-	1,722	3,336	(1,615)	8,500	8,500	-	6,778
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	-	2,439	(2,439)	10,000	10,000	-	10,000
5300	DuesMemberships	1,070	(31)	250	-	-	6,720	-	14	16	-	-	-	8,039	12,164	(4,125)	25,000	25,000	-	16,961
5450	Other Insurance	9,587	3,196	3,196	3,196	10,477	3,196	3,196	3,196	3,196	-	-	-	42,436	41,864	572	50,000	50,000	-	7,564
5500	OpsHousekeeping	2,029	2,332	8,181	13,450	11,692	6,962	11,039	7,240	7,843	-	-	-	70,768	68,480	2,288	85,700	86,200	500	14,932
5510	Gas & Electric	-	3,432	4,204	5,127	6,481	6,102	6,486	4,476	5,865	-	-	-	42,173	49,404	(7,231)	90,000	90,000	-	47,827
5610	Rent & Leases	30,000	107,966	107,966	114,626	107,966	107,966	137,502	107,966	215,931	-	-	-	1,037,888	1,070,075	(32,187)	1,839,243	1,839,243	-	801,355
5620	EquipmentLeases	1,034	2,270	7,412	3,319	4,739	2,266	4,053	25,093	4,583	-	-	-	54,768	55,335	(567)	71,300	71,300	-	16,532
5630	Reps&MaintBldng	-	-	2,080	-	1,165	2,582	6,833	10,948	5,833	-	-	-	29,441	26,874	2,567	37,000	37,000	-	7,559
5800	ProfessServices	-	11,058	-	-	220	36	7,522	41,817	10,504	-	-	-	71,157	83,416	(12,259)	153,981	153,981	-	82,824
5810	Legal	-	-	3,196	54,780	662	-	104	3,653	735	-	-	-	63,129	64,440	(1,310)	70,780	70,780	-	7,651
5811	Property Tax Refund	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SchPrgAcadComps	-	-	-	500	98	-	31	563	1,290	-	-	-	2,482	2,609	(127)	7,000	7,000	-	4,518
5819	SchlProgs-Other	-	2,050	902	2,461	4,465	2,305	2,014	2,698	3,240	-	-	-	20,135	24,238	(4,103)	47,000	47,000	-	26,865
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	2,927	(2,927)	12,000	12,000	-	12,000
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	2,808	2,852	780	540	780	2,603	1,109	-	-	-	11,471	19,589	(8,118)	48,192	47,692	(500)	36,720
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	2,000	2,475	2,992	2,103	-	-	-	1,341	-	-	-	-	10,911	14,470	(3,558)	25,500	25,500	-	14,589
5850	Oversight Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	17,909	(17,909)	73,428	73,428	-	73,428
5857	Payroll Fees	1,918	1,816	1,894	1,865	1,914	1,955	2,493	1,300	2,463	-	-	-	17,617	17,779	(162)	25,918	25,918	-	8,301
5860	Service Fees	-	-	-	1	17	1,252	31,914	30	359	-	-	-	33,573	40,733	(7,159)	64,040	64,040	-	30,467
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	3,750	2,125	483	470	960	(235)	-	-	7,000	-	-	-	14,552	21,565	(7,013)	65,006	65,006	-	50,453
5864	Prof Dev-Other	-	-	4,432	-	-	15,702	1,935	3,879	103	-	-	-	26,051	28,405	(2,355)	36,023	36,023	-	9,972
5869	SpEd Ctrct Inst	-	-	3,247	-	-	-	24,251	553	9,818	-	-	-	37,868	33,556	4,312	50,626	50,626	-	12,758
5870	Livescan	-	-	254	-	-	148	-	-	-	-	-	-	402	561	(159)	1,055	1,055	-	653
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	3,090	(3,090)	12,668	12,668	-	12,668
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	3,656	964	6,903	3,611	265	3,936	7,603	-	-	-	26,938	21,936	5,002	30,000	30,000	-	3,062
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-	1,484	(1,484)	6,082	6,082	-	6,082
5900	Communications	162	(677)	162	162	-	634	406	20	475	-	-	-	1,343	3,084	(1,741)	9,955	9,955	-	8,612
5920	TelecomInternet	220	95	95	95	-	-	-	-	220	-	-	-	725	7,699	(6,974)	30,000	30,000	-	29,275
5930	PostageDelivery	504	670	561	561	1,148	1,890	-	1,512	-	-	-	-	6,846	8,347	(1,501)	13,000	13,000	-	6,154
5940	Technology	-	4,455	9,256	479	479	479	479	479	479	-	-	-	16,585	19,479	(2,894)	29,934	29,934	-	13,349
5990	PY Expense Adjustments	-	-	-	-	-	-	(16,161)	-	-	-	-	-	(16,161)	-	(16,161)	-	-	-	16,161
	SUBTOTAL - Services & Other Operating Exp.	**126,913**	**217,916**	**241,819**	**281,681**	**160,204**	**314,018**	**279,859**	**295,417**	**360,426**	**-**	**-**	**-**	**2,278,253**	**2,410,931**	**(132,679)**	**3,889,457**	**3,889,457**	**-**	**1,611,204**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	(0)	-	-	-	-	-	-	-	-	(0)	(0)	(0)	-	-	-	0

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
6900	Depreciation	15,578	15,578	15,578	15,578	(33,047)	5,853	5,853	5,853	5,853	-	-	-	52,679	69,814	(17,136)	141,079	141,079	-	88,401
	SUBTOTAL - Capital Outlay & Depreciation	**15,578**	**15,578**	**15,578**	**15,578**	**(33,047)**	**5,853**	**5,853**	**5,853**	**5,853**	**-**	**-**	**-**	**52,679**	**69,814**	**(17,136)**	**141,079**	**141,079**	**-**	**88,401**
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	307	(307)	1,259	1,259	-	1,259
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**307**	**(307)**	**1,259**	**1,259**	**-**	**1,259**
TOTAL EXPENSES		**451,731**	**651,284**	**664,213**	**794,041**	**531,418**	**708,230**	**739,229**	**567,322**	**771,828**	**-**	**-**	**-**	**5,879,296**	**6,131,805**	**(252,509)**	**9,257,152**	**9,277,152**	**20,000**	**3,377,856**

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	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	TOTAL
BEGINNING CASH	**2,939,938**	**2,677,497**	**2,115,150**	**1,827,791**	**563,014**	**341,194**	**477,769**	**999,886**	**1,226,578**	**1,825,360**	**1,720,470**	**1,403,270**	**1,086,071**	
Revenue														
LCFF Entitlement	86,630	385,827	321,339	740,903	486,005	486,004	740,903	572,636	1,479,953	532,747	532,747	532,747	745,096	**7,643,535**
Federal Revenue	11,188	-	-	61,527	18,235	(11,188)	147,243	-	2,554	40,406	40,406	40,406	4,041	**354,816**
Other State Revenues	14,837	14,837	26,706	67,345	26,706	392,116	(166,942)	352,881	142,215	84,165	84,165	84,165	19,341	**1,142,538**
Other Local Revenues	-	358	6,747	(35,381)	14,344	(49,648)	8,697	6,035	5,233	6,325	6,325	6,325	632	**(24,009)**
Total Revenue	**112,655**	**401,022**	**354,792**	**834,394**	**545,290**	**817,284**	**729,901**	**931,552**	**1,629,955**	**663,642**	**663,642**	**663,642**	**769,109**	**9,116,880**
Expenses														
Certificated Salaries	198,138	230,542	247,292	273,069	251,514	248,881	259,104	129,952	247,851	273,910	273,910	273,910	25,391	**2,933,461**
Classified Salaries	54,072	52,825	66,202	65,515	61,140	59,481	62,472	35,152	60,136	42,909	42,909	42,909	4,291	**650,014**
Benefits	42,589	89,250	89,968	131,408	70,022	139,341	107,897	74,687	106,230	140,143	140,143	140,143	14,014	**1,285,835**
Books and Supplies	14,441	45,172	3,353	26,790	21,585	(59,344)	24,045	26,262	(8,669)	50,975	50,975	50,975	27,097	**273,657**
Services and Operations	126,913	219,213	241,819	281,681	160,204	314,018	279,859	295,417	360,426	476,944	476,944	476,944	47,694	**3,758,075**
Depreciation / Cap Outlay	15,578	15,578	15,578	15,578	(33,047)	5,853	5,853	5,853	5,853	22,989	22,989	22,989	2,299	**123,944**
Other Outflows	-	-	-	-	-	-	-	-	-	307	307	307	31	**952**
Total Expenses	**451,731**	**652,581**	**664,213**	**794,041**	**531,418**	**708,230**	**739,229**	**567,322**	**771,828**	**1,008,176**	**1,008,176**	**1,008,176**	**120,818**	**9,025,940**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	537,448	143,893		434,967	13,462	57,363	168,983		28,496	-	-	-		**1,384,612**
Accounts Receivable - Current Year			-	-	-	-	-	-	-	-	-	-		**-**
Other Assets/Accrual Adj	40,871	953	(29,456)	43,712	(67,583)	59,764	(9,213)	-	(202,292)	212,309	-	-		**49,064**
Fixed Assets - Depreciation Addback	15,578	15,578	15,578	15,578	(33,047)	5,853	5,853	5,853	5,853	22,989	22,989	22,989		**121,645**
Fixed Assets - Acquisitions	-	-	-	(1,930,000)			-	-						**(1,930,000)**
Due To (From)	(31,910)	(32,936)	33,718	124,148	(24,852)	(24,852)	(53,290)	(69,682)	(31,581)					**(111,238)**
Expenses - Prior Year Accruals	(489,698)	(442,623)	1,111	2,120	(128,017)	(74,953)	-	-	-	-	-	-		**(1,132,060)**
Accounts Payable - Current Year			(3,236)				414,765	(78,054)	(64,167)		-	-		**269,308**
Summer Holdback for Teachers	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346	4,346		**52,152**
Loans Payable (Current)			-		-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**76,636**	**(310,788)**	**22,061**	**(1,305,129)**	**(235,692)**	**27,520**	**531,445**	**(137,537)**	**(259,345)**	**239,644**	**27,335**	**27,335**		**(1,296,516)**
Total Change in Cash	**(262,441)**	**(562,347)**	**(287,360)**	**(1,264,777)**	**(221,820)**	**136,575**	**522,117**	**226,692**	**598,782**	**(104,890)**	**(317,199)**	**(317,199)**		**(1,205,576)**
ENDING CASH	**2,677,497**	**2,115,150**	**1,827,791**	**563,014**	**341,194**	**477,769**	**999,886**	**1,226,578**	**1,825,360**	**1,720,470**	**1,403,270**	**1,086,071**		<<< = 44 days cash



MSA-2 Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($222,016).
This is an decrease of ($12,641) from the original July Budget projected deficit of ($209,375).
This will allow MSA-2 to end this fiscal year with a balance of $794,537, which is 13.8% 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 $820,572, which represents 56 days of operating costs on average.
This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = increase of $7,359, 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 $0 lower 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 $0 lower 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 $8,234 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 $0 lower than in the the July Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of $20,000, or 0.3% 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 $13,182 higher than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.
Books & Supplies costs are projected at $22,000 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 $0 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

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Projected Average Daily Attendance:																423	423	-	
SUMMARY																			
Revenue																			
LCFF Entitlement	63,407	280,885	232,971	534,134	351,711	351,711	534,135	415,118	835,275	-	-	-	3,599,346	3,556,515	42,831	4,832,958	4,832,958	-	74%
Federal Revenue	-	-	-	56,519	-	-	109,898	-	5,254	-	-	-	171,671	194,129	(22,458)	280,036	280,036	-	61%
Other State Revenues	10,858	10,858	19,547	44,384	19,545	31,564	37,664	17,773	39,970	-	-	-	232,163	233,053	(889)	359,717	367,076	7,359	63%
Other Local Revenues	-	-	-	40,353	43,055	(17,333)	-	5,374	9,790	-	-	-	81,239	55,917	25,322	35,069	35,069	-	232%
Total Revenue	**74,265**	**291,743**	**252,518**	**675,390**	**414,311**	**365,942**	**681,696**	**438,264**	**890,289**	**-**	**-**	**-**	**4,084,419**	**4,039,613**	**44,806**	**5,507,779**	**5,515,138**	**7,359**	**74%**
Expenditures																			
Certificated Salaries	138,221	180,290	178,334	188,561	179,819	180,751	182,144	99,923	187,542	-	-	-	1,515,584	1,563,540	(47,956)	2,293,581	2,293,581	-	66%
Classified Salaries	26,257	32,653	43,550	34,302	37,643	38,429	58,492	23,739	37,723	-	-	-	332,787	361,122	(28,335)	565,902	579,084	13,182	57%
Benefits	30,078	73,242	73,510	77,833	50,505	100,152	52,188	54,613	75,809	-	-	-	587,930	636,680	(48,750)	1,022,810	1,022,810	-	57%
Books and Supplies	33,164	74,937	15,939	3,180	(10,946)	(233,331)	20,728	8,073	(11,461)	-	-	-	(99,716)	(15,425)	(84,291)	210,350	217,168	6,818	-46%
Services and Operating Exp.	89,071	121,342	112,705	94,964	42,221	218,156	17,503	124,777	107,049	-	-	-	927,787	1,059,811	(132,024)	1,555,244	1,555,244	-	60%
Depreciation & Cap Outlay	10,361	10,361	10,361	10,361	(28,316)	377	377	377	11,140	-	-	-	25,400	27,676	(2,276)	69,266	69,266	-	37%
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	**327,152**	**492,825**	**434,399**	**409,200**	**270,926**	**304,535**	**331,432**	**311,503**	**407,801**	**-**	**-**	**-**	**3,289,772**	**3,633,404**	**(343,632)**	**5,717,154**	**5,737,154**	**20,000**	**57%**
Net Revenues													**794,647**	**406,209**	388,438	**(209,375)**	**(222,016)**	(12,641)	

Fund Balance		
Beginning Balance (Audited)	1,016,553	
Net Revenues	(222,016)	
Ending Fund Balance	**794,537**	
Components of Fund Bal.		
Available For Econ. Uncert.	727,252	12.7% of Expenditures
Restricted Balances (Est.)	19,711	0.3% of Expenditures
Net Fixed Assets	47,574	0.8% of Expenditures
Ending Fund Balance	**794,537**	**13.8% of Expenditures**

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget

REVENUE DETAIL		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Actual YTD	Budget YTD	Variance	Second Interim 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	267,168	267,168	518,440	-	-	-	2,151,134	2,167,030	(15,896)	3,033,444	3,033,444	-	882,310
8012	EPA Entitlement	-	-	-	182,423	-	-	182,424	-	199,036	-	-	-	563,883	547,271	16,612	722,681	722,681	-	158,798
8019	Prior Year Adjustments	-	5,644	-	-	-	-	-	-	7,070	-	-	-	12,714	4,268	8,447	-	-	-	(12,714)
8096	InLieuPropTaxes	63,407	126,814	84,544	84,543	84,543	84,543	84,543	147,950	110,729	-	-	-	871,615	837,946	33,669	1,076,833	1,076,833	-	205,218
	SUBTOTAL - LCFF Entitlement	**63,407**	**280,885**	**232,971**	**534,134**	**351,711**	**351,711**	**534,135**	**415,118**	**835,275**	**-**	**-**	**-**	**3,599,346**	**3,556,515**	**42,831**	**4,832,958**	**4,832,958**	**-**	**1,233,612**
Federal Revenue																				
8181	SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	12,790	(12,790)	52,440	52,440	-	52,440
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	All Other Federal Revenue	-	-	-	56,519	-	-	109,898	-	5,254	-	-	-	171,671	181,339	(9,668)	227,596	227,596	-	55,925
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**56,519**	**-**	**-**	**109,898**	**-**	**5,254**	**-**	**-**	**-**	**171,671**	**194,129**	**(22,458)**	**280,036**	**280,036**	**-**	**108,365**
Other State Revenue																				
8311	SpEd Revenue	10,858	10,858	19,545	19,545	19,545	19,545	19,545	-	39,970	-	-	-	159,411	152,798	6,613	256,204	256,204	-	96,793
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	-	12,019	-	-	-	-	-	-	12,019	12,019	-	12,019	12,019	-	-
8560	StateLotteryRev	-	-	-	24,839	-	-	18,119	-	-	-	-	-	42,958	54,796	(11,838)	91,494	91,494	-	48,536
8590	AllOthStateRev	-	-	2	-	-	-	-	17,773	-	-	-	-	17,775	13,439	4,335	-	7,359	7,359	(17,775)
8595	State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other State Revenue	**10,858**	**10,858**	**19,547**	**44,384**	**19,545**	**31,564**	**37,664**	**17,773**	**39,970**	**-**	**-**	**-**	**232,163**	**233,053**	**(889)**	**359,717**	**367,076**	**7,359**	**127,554**
Local Revenue																				
8600	Other Local Rev	-	-	-	-	2,500	-	(2,500)	-	-	-	-	-	-	543	(543)	2,228	2,228	-	2,228
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690	OthLocal-Suspense	-	-	-	-	-	8,807	(8,807)	-	-	-	-	-	-	-	-	-	-	-	-
8695	PY Rev Adj	-	-	-	-	-	-	8,807	-	-	-	-	-	8,807	-	8,807	-	-	-	(8,807)
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)	(19,101)	-	-	-	-	-	35,667	26,968	8,699	(0)	(0)	-	(35,667)
8999	Misc Revenue (Suspense)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Local Revenue	**-**	**-**	**-**	**40,353**	**43,055**	**(17,333)**	**(21,601)**	**-**	**-**	**-**	**-**	**-**	**44,474**	**27,511**	**16,963**	**2,228**	**2,228**	**-**	**(42,246)**
Fundraising & Grants																				
8802	Donations - Private	-	-	-	-	-	-	2,500	-	-	-	-	-	2,500	2,500	-	2,500	2,500	-	-
8803	Fundraising	-	-	-	-	-	0	19,101	5,374	9,790	-	-	-	34,265	25,906	8,360	30,341	30,341	-	(3,925)
	SUBTOTAL - Fundraising & Grants	**-**	**-**	**-**	**-**	**-**	**0**	**21,601**	**5,374**	**9,790**	**-**	**-**	**-**	**36,765**	**28,406**	**8,360**	**32,841**	**32,841**	**-**	**(3,925)**
TOTAL REVENUE		**74,265**	**291,743**	**252,518**	**675,390**	**414,311**	**365,942**	**681,696**	**438,264**	**890,289**	**-**	**-**	**-**	**4,084,419**	**4,039,613**	**44,806**	**5,507,779**	**5,515,138**	**7,359**	**1,423,360**
EXPENSES																				
Certificated Salaries																				
1100	TeacherSalaries	78,934	149,886	146,180	157,732	149,165	149,559	158,986	86,916	163,372	-	-	-	1,240,729	1,278,044	(37,315)	1,900,171	1,900,171	-	659,442
1300	Cert Adminis	59,287	30,404	32,154	30,829	30,654	31,192	23,158	13,007	24,170	-	-	-	274,855	285,496	(10,641)	393,410	393,410	-	118,555
	SUBTOTAL - Certificated Salaries	**138,221**	**180,290**	**178,334**	**188,561**	**179,819**	**180,751**	**182,144**	**99,923**	**187,542**	**-**	**-**	**-**	**1,515,584**	**1,563,540**	**(47,956)**	**2,293,581**	**2,293,581**	**-**	**777,997**

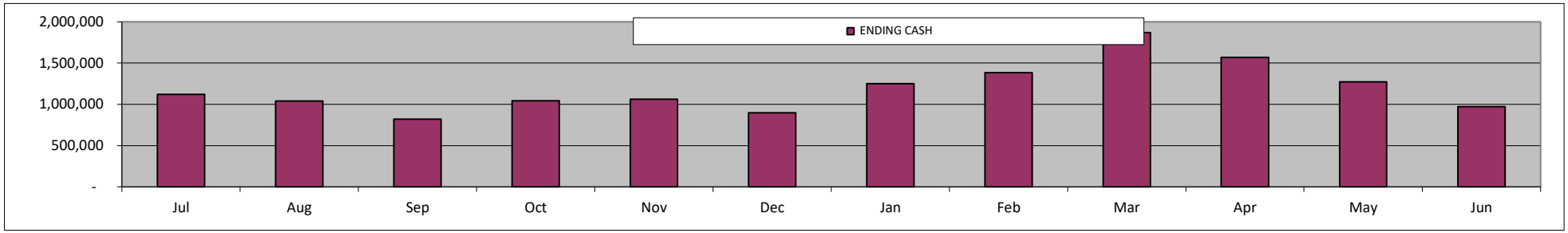
March 2020 Monthly Update Actuals through March 31, 2020)		Year To Date															Annual Budget			
MSA 2		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	-	3,675	7,025	3,940	4,810	5,345	11,317	2,199	5,595	-	-	-	43,906	54,554	(10,647)	104,905	118,087	13,182	60,998
2200	Classified Support	8,415	9,676	11,698	9,653	9,597	7,986	4,308	4,214	5,517	-	-	-	71,062	90,371	(19,308)	167,330	167,330	-	96,267
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	8,245	19,302	24,827	20,709	23,236	25,099	42,867	26,923	26,611	-	-	-	217,819	216,198	1,621	293,667	293,667	-	75,848
2900	OtherClassStaff	9,597	-	-	-	-	-	-	(9,597)	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Classified Salaries	**26,257**	**32,653**	**43,550**	**34,302**	**37,643**	**38,429**	**58,492**	**23,739**	**37,723**	**-**	**-**	**-**	**332,787**	**361,122**	**(28,335)**	**565,902**	**579,084**	**13,182**	**233,114**
Employee Benefits																				
3101	STRS-Certified	13,868	30,775	26,824	32,081	29,638	29,841	29,809	15,622	30,471	-	-	-	238,928	249,298	(10,370)	375,903	375,903	-	136,975
3102	STRS-Classified	-	-	-	109	-	-	-	-	-	-	-	-	109	109	-	109	109	-	-
3201	PERS-Cert	-	-	1,033	1,079	1,079	1,079	1,079	539	1,079	-	-	-	6,966	6,890	76	10,000	10,000	-	3,034
3202	PERS-Classified	4,308	6,183	8,129	7,161	7,194	7,297	5,828	4,930	7,144	-	-	-	58,175	64,850	(6,675)	107,692	107,692	-	49,517
3301	OASDI/Med-Cert	1,991	2,592	2,578	2,671	2,598	2,611	2,633	1,412	2,712	-	-	-	21,799	20,383	1,416	24,400	24,400	-	2,601
3302	OASDI/Med-Class	2,009	2,498	3,332	2,916	2,880	2,940	2,306	1,989	2,886	-	-	-	23,754	24,315	(561)	35,000	35,000	-	11,246
3401	HlthWelfareCert	2,801	28,734	29,305	28,872	2,261	40,875	23,028	27,889	29,816	-	-	-	213,581	244,970	(31,389)	434,706	434,706	-	221,125
3402	HlthWelfareCert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3501	UI-Certificated	-	760	608	1,242	-	-	(387)	531	-	-	-	-	2,753	3,301	(548)	5,000	5,000	-	2,247
3502	UI-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3601	WorkersCmp-Cert	5,102	1,701	1,701	1,701	4,856	15,509	(12,107)	1,701	1,701	-	-	-	21,865	22,075	(210)	28,000	28,000	-	6,135
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	488	(488)	2,000	2,000	-	2,000
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Employee Benefits	**30,078**	**73,242**	**73,510**	**77,833**	**50,505**	**100,152**	**52,188**	**54,613**	**75,809**	**-**	**-**	**-**	**587,930**	**636,680**	**(48,750)**	**1,022,810**	**1,022,810**	**-**	**434,880**
Books & Supplies																				
4100	Text&CoreCurric	7,485	29,173	-	-	-	-	-	121	-	-	-	-	36,779	36,990	(210)	37,641	37,641	-	862
4200	BooksOthRefMats	-	213	-	-	-	-	-	-	538	-	-	-	751	834	(83)	2,760	2,760	-	2,009
4310	Ins Mats & Sups	3,505	4,002	207	61	227	1,100	-	21,272	(14,633)	-	-	-	15,742	30,033	(14,291)	28,975	28,975	-	13,233
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	99	2,226	1,809	1,462	1,029	1,666	54	(1,000)	926	-	-	-	8,271	8,481	(209)	12,000	17,000	5,000	3,729
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	732	(732)	3,000	3,000	-	3,000
4340	Educat Software	3,373	2,547	12,087	-	12,025	4,938	-	-	-	-	-	-	34,969	40,631	(5,663)	58,185	43,503	(14,682)	23,216
4345	NonInstStdntSup	2,201	2,515	143	1,540	1,577	95	-	-	372	-	-	-	8,443	9,795	(1,352)	15,140	31,640	16,500	6,697
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	-	-	-	-	-	25	-	-	-	25	732	(706)	3,000	3,000	-	2,975
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	208	-	-	-	208	262	(54)	1,075	1,075	-	867
4410	ClssrmFrnEqp<5k	-	5,663	-	-	-	-	-	-	-	-	-	-	5,663	6,623	(960)	9,600	9,600	-	3,937
4430	OffceFurnEqp<5k	741	321	-	-	-	-	-	27	-	-	-	-	1,088	928	161	430	430	-	(658)
4440	Computers <$5k	763	332	-	-	1,031	-	-	-	-	-	-	-	2,126	8,437	(6,311)	28,000	28,000	-	25,874
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	358	-	-	33	-	-	-	-	-	-	-	390	417	(27)	500	500	-	110
4720	Food:Other Food	715	1,267	901	31	706	521	393	560	345	-	-	-	5,439	6,301	(862)	10,044	10,044	-	4,604
4990	PY Expense Adj	-	1,194	-	-	(295)	(243,492)	18,526	1,310	-	-	-	-	(222,757)	(168,426)	(54,331)	-	-	-	222,757
4999	Misc Expenditure (Suspense)	14,282	25,126	792	87	(27,279)	1,841	1,755	(14,217)	757	-	-	-	3,145	1,805	1,339	-	-	-	(3,145)
	SUBTOTAL - Books and Supplies	**33,164**	**74,937**	**15,939**	**3,180**	**(10,946)**	**(233,331)**	**20,728**	**8,073**	**(11,461)**	**-**	**-**	**-**	**(99,716)**	**(15,425)**	**(84,291)**	**210,350**	**217,168**	**6,818**	**310,066**

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5100	CMO Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5101	CMO Fees	67,601	67,601	67,601	67,601	-	135,202	49,306	64,988	64,988	-	-	-	584,888	583,303	1,585	779,851	779,851	-	194,963
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	1,220	(1,220)	5,000	5,000	-	5,000
5210	MilesParkTolls	-	-	333	-	-	183	1,606	224	346	-	-	-	2,693	2,994	(301)	5,000	5,000	-	2,307
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	488	(488)	2,000	2,000	-	2,000
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5300	DuesMemberships	-	-	1,070	-	-	4,380	-	-	-	-	-	-	5,450	5,584	(134)	6,000	6,000	-	550
5450	Other Insurance	6,523	2,174	2,174	2,174	4,222	6,522	(2,174)	2,174	2,174	-	-	-	25,963	23,841	2,123	24,000	24,000	-	(1,963)
5500	OpsHousekeeping	-	-	3,762	1,387	1,458	3,672	1,535	3,157	2,837	-	-	-	17,808	16,197	1,611	20,000	20,000	-	2,192
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	-	-	-	97,500	97,236	264	130,000	130,000	-	32,500
5620	EquipmentLeases	1,091	1,091	1,936	1,202	3,554	1,233	1,091	2,760	2,462	-	-	-	16,419	15,431	988	20,000	20,000	-	3,581
5630	Reps&MaintBldng	745	6,142	900	1,113	67	105	49	1,242	269	-	-	-	10,632	12,713	(2,081)	20,000	20,000	-	9,368
5800	ProfessServices	-	6,099	-	-	-	8,542	1,996	63	-	-	-	-	16,700	18,669	(1,968)	24,771	29,821	5,050	8,071
5810	Legal	-	-	-	45	-	24	-	14,280	-	-	-	-	14,348	18,946	(4,598)	33,200	33,200	-	18,852
5811	Property Tax Refund	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SchPrgAcadComps	-	2,226	-	913	-	1,818	803	1,569	-	-	-	-	7,328	9,748	(2,420)	17,250	22,279	5,029	9,922
5819	SchlProgs-Other	-	1,248	1,130	2,907	514	3,964	4,328	1,914	2,025	-	-	-	18,030	22,924	(4,895)	44,375	41,985	(2,390)	26,345
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	2,439	(2,439)	10,000	10,000	-	10,000
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	25	2,152	564	2,074	564	49	1,011	-	-	-	-	6,438	13,344	(6,905)	34,750	32,111	(2,639)	28,312
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	9,954	-	-	-	-	-	-	-	-	-	-	9,954	9,965	(11)	10,000	10,000	-	46
5850	Oversight Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	11,220	(11,220)	46,000	46,000	-	46,000
5857	Payroll Fees	1,248	5,024	1,314	(2,302)	1,314	1,302	2,119	950	1,390	-	-	-	12,359	12,440	(81)	17,000	17,000	-	4,641
5860	Service Fees	-	427	-	-	-	-	-	-	47	-	-	-	474	689	(215)	1,500	1,500	-	1,026
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	2,392	348	500	-	-	-	-	-	-	-	3,240	4,888	(1,649)	10,000	10,000	-	6,761
5864	Prof Dev-Other	-	354	69	-	-	8,918	-	-	3,177	-	-	-	12,518	18,102	(5,584)	45,262	45,262	-	32,744
5869	SpEd Ctrct Inst	-	-	-	200	-	24,996	-	1,874	-	-	-	-	27,070	35,838	(8,768)	63,019	63,019	-	35,949
5870	Livescan	-	-	75	-	-	-	-	70	211	-	-	-	356	207	149	400	400	-	44
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	2,059	(2,059)	8,441	3,391	(5,050)	8,441
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	12,838	6,758	16,206	4,905	26,324	13,772	15,800	-	-	-	96,603	92,004	4,599	126,726	126,726	-	30,123
5890	OthSvcsNon-Inst	-	579	-	-	400	-	-	-	-	-	-	-	979	3,179	(2,200)	10,000	10,000	-	9,021
5900	Communications	10	2,450	-	-	(10)	-	-	-	-	-	-	-	2,450	2,448	2	2,440	2,440	-	(10)
5920	TelecomInternet	-	979	1,437	718	479	490	1,233	494	10	-	-	-	5,840	6,254	(414)	7,570	7,570	-	1,730
5930	PostageDelivery	1,019	-	-	504	610	504	80	504	-	-	-	-	3,220	4,873	(1,654)	10,000	10,000	-	6,780
5940	Technology	-	4,136	2,688	-	-	-	-	479	479	-	-	-	7,782	10,568	(2,786)	20,690	20,690	-	12,908
5990	PY Expense Adjustments	-	-	-	-	-	-	(81,675)	2,420	-	-	-	-	(79,255)	-	(79,255)	-	-	-	79,255
	SUBTOTAL - Services & Other Operating Exp.	**89,071**	**121,342**	**112,705**	**94,964**	**42,221**	**218,156**	**17,503**	**124,777**	**107,049**	**-**	**-**	**-**	**927,787**	**1,059,811**	**(132,024)**	**1,555,244**	**1,555,244**	**-**	**627,458**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
6900	Depreciation	10,361	10,361	10,361	10,361	(28,316)	377	377	377	11,140	-	-	-	25,400	27,676	(2,276)	69,266	69,266	-	43,866
	SUBTOTAL - Capital Outlay & Depreciation	**10,361**	**10,361**	**10,361**	**10,361**	**(28,316)**	**377**	**377**	**377**	**11,140**	**-**	**-**	**-**	**25,400**	**27,676**	**(2,276)**	**69,266**	**69,266**	**-**	**43,866**
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL EXPENSES		**327,152**	**492,825**	**434,399**	**409,200**	**270,926**	**304,535**	**331,432**	**311,503**	**407,801**	**-**	**-**	**-**	**3,289,772**	**3,633,404**	**(343,632)**	**5,717,154**	**5,737,154**	**20,000**	**2,427,382**

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-2	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**1,158,184**	**1,118,476**	**1,040,309**	**820,572**	**1,043,115**	**1,062,188**	**897,497**	**1,250,682**	**1,384,032**	**1,868,999**	**1,570,583**	**1,272,167**	**973,751**	
Revenue														
LCFF Entitlement	63,407	280,885	232,971	534,134	351,711	351,711	534,135	415,118	835,275	292,287	292,287	292,287	399,582	**4,875,789**
Federal Revenue	-	-	-	56,519	-	-	109,898	-	5,254	27,712	27,712	27,712	2,771	**257,578**
Other State Revenues	10,858	10,858	19,547	44,384	19,545	31,564	37,664	17,773	39,970	40,859	40,859	40,859	11,445	**366,186**
Other Local Revenues	-	-	-	40,353	43,055	(17,333)	-	5,374	9,790	(6,725)	(6,725)	(6,725)	(673)	**60,391**
Total Revenue	**74,265**	**291,743**	**252,518**	**675,390**	**414,311**	**365,942**	**681,696**	**438,264**	**890,289**	**354,133**	**354,133**	**354,133**	**413,125**	**5,559,944**
Expenses														
Certificated Salaries	138,221	180,290	178,334	188,561	179,819	180,751	182,144	99,923	187,542	235,497	235,497	235,497	23,550	**2,245,626**
Classified Salaries	26,257	32,653	43,550	34,302	37,643	38,429	58,492	23,739	37,723	66,058	66,058	66,058	19,788	**550,749**
Benefits	30,078	73,242	73,510	77,833	50,505	100,152	52,188	54,613	75,809	124,558	124,558	124,558	12,456	**974,061**
Books and Supplies	33,164	74,937	15,939	3,180	(10,946)	(233,331)	20,728	8,073	(11,461)	72,831	72,831	72,831	14,101	**132,877**
Services and Operations	89,071	121,342	112,705	94,964	42,221	218,156	17,503	124,777	107,049	159,817	159,817	159,817	15,982	**1,423,221**
Depreciation / Cap Outlay	10,361	10,361	10,361	10,361	(28,316)	377	377	377	11,140	13,416	13,416	13,416	1,342	**66,990**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**327,152**	**492,825**	**434,399**	**409,200**	**270,926**	**304,535**	**331,432**	**311,503**	**407,801**	**672,178**	**672,178**	**672,178**	**87,218**	**5,393,523**
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	(60,078)	(45,001)	(137,394)	(44,742)	(54,942)	17,783	(98,115)		(14,873)					**(437,362)**
Fixed Assets - Depreciation Addback	10,361	10,361	10,361	10,361	(28,316)	377	377	377	11,140	13,416	13,416	13,416		**65,649**
Fixed Assets - Acquisitions						(252,594)								**(252,594)**
Due To (From)	(9,193)						(50,196)							**(59,389)**
Expenses - Prior Year Accruals	(210,051)	(13,138)	72,132	18,454	(58,617)	(23,001)	81,081	-	-	-	-	-		**(133,140)**
Accounts Payable - Current Year	63,560	49,530	10,833				63,560	-	-	-	-	-		**187,483**
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	**213,179**	**122,915**	**(37,855)**	**(43,647)**	**(124,312)**	**(226,098)**	**2,919**	**6,589**	**2,479**	**19,628**	**19,628**	**19,628**		**(24,947)**
Total Change in Cash	**(39,708)**	**(78,167)**	**(219,737)**	**222,543**	**19,073**	**(164,691)**	**353,184**	**133,350**	**484,967**	**(298,416)**	**(298,416)**	**(298,416)**		**141,475**
ENDING CASH	**1,118,476**	**1,040,309**	**820,572**	**1,043,115**	**1,062,188**	**897,497**	**1,250,682**	**1,384,032**	**1,868,999**	**1,570,583**	**1,272,167**	**973,751**		<<< = 66 days cash



MSA-3 Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($483,786).
This is an decrease of ($11,766) from the original July Budget projected deficit of ($472,020).
This will allow MSA-3 to end this fiscal year with a balance of $563,224, which is 8.6% 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 $434,381, which represents 25 days of operating costs on average.
This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = increase of $8,234, 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 $0 lower 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 $0 lower 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 $8,234 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 ($0) lower than in the the July Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of $20,000, or 0.3% 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 ($45,926) 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 $22,000 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 $0 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

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Projected Average Daily Attendance:																474	474	-	
SUMMARY																			
Revenue																			
LCFF Entitlement	73,998	317,675	262,676	605,320	393,885	295,220	703,984	467,883	804,975	-	-	-	3,925,616	3,998,776	(73,161)	5,199,261	5,199,261	-	76%
Federal Revenue	5,640	-	-	44,581	-	(5,640)	68,908	-	2,925	-	-	-	116,414	148,763	(32,349)	258,111	258,111	-	45%
Other State Revenues	12,672	12,672	22,810	59,300	22,810	117,085	58,818	31,680	42,380	-	-	-	380,227	389,653	(9,426)	550,252	558,486	8,234	68%
Other Local Revenues	-	548	-	4,036	3,017	(16,312)	(22,913)	7,273	240	-	-	-	(24,112)	28,828	(52,940)	31,418	31,418	(0)	-77%
Total Revenue	**92,310**	**330,894**	**285,486**	**713,236**	**419,712**	**390,352**	**808,798**	**506,836**	**850,520**	**-**	**-**	**-**	**4,398,144**	**4,566,020**	**(167,876)**	**6,039,042**	**6,047,276**	**8,234**	**73%**
Expenditures																			
Certificated Salaries	120,675	170,423	187,305	183,250	183,808	177,864	172,455	89,030	170,818	-	-	-	1,455,627	1,487,392	(31,765)	2,115,400	2,105,373	(10,027)	69%
Classified Salaries	55,519	49,542	75,246	73,847	75,369	73,863	59,422	45,591	57,637	-	-	-	566,035	566,243	(208)	745,562	722,520	(23,042)	78%
Benefits	37,245	72,891	103,601	66,504	59,623	105,737	67,551	61,454	82,193	-	-	-	656,799	681,152	(24,354)	1,011,446	998,589	(12,857)	66%
Books and Supplies	23,012	19,767	26,833	64,607	25,382	(8,296)	18,978	11,169	(32,168)	-	-	-	149,283	197,100	(47,817)	245,611	258,896	13,285	58%
Services and Operating Exp.	120,333	123,760	129,243	362,694	220,223	212,727	131,494	187,428	194,737	-	-	-	1,682,639	1,716,487	(33,848)	2,383,951	2,436,592	52,641	69%
Depreciation & Cap Outlay	5,640	5,640	5,640	5,640	(20,891)	334	334	783	783	-	-	-	3,901	3,882	19	6,249	6,249	-	62%
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	694	(694)	2,845	2,845	-	0%
Total Expenditures	**362,425**	**442,023**	**527,867**	**756,540**	**543,514**	**562,227**	**450,234**	**395,455**	**473,999**	**-**	**-**	**-**	**4,514,284**	**4,652,951**	**(138,666)**	**6,511,062**	**6,531,062**	**20,000**	**69%**
Net Revenues													**(116,140)**	**(86,930)**	**(29,210)**	**(472,020)**	**(483,786)**	**(11,766)**	

Fund Balance		
Beginning Balance (Audited)	1,047,010	
Net Revenues	(483,786)	
Ending Fund Balance	**563,224**	
Components of Fund Bal.		
Available For Econ. Uncert.	511,965	7.8% of Expenditures
Restricted Balances (Est.)	18,400	0.3% of Expenditures
Net Fixed Assets	32,859	0.5% of Expenditures
Ending Fund Balance	**563,224**	**8.6% of Expenditures**

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget

REVENUE DETAIL	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Actual YTD	Budget YTD	Variance	Second Interim 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	295,220	295,220	506,340	-	-	-	2,310,462	2,394,562	(84,100)	3,188,914	3,188,914	-	878,452
8012 EPA Entitlement	-	-	-	211,435	-	-	211,435	-	209,963	-	-	-	632,833	634,305	(1,472)	804,030	804,030	-	171,197
8019 Prior Year Adjustments	-	5,667	-	-	-	-	-	-	1,492	-	-	-	7,159	4,285	2,874	-	-	-	(7,159)
8096 InLieuPropTaxes	73,998	147,997	98,665	98,665	98,665	-	197,329	172,663	87,180	-	-	-	975,162	965,625	9,537	1,206,317	1,206,317	-	231,155
SUBTOTAL - LCFF Entitlement	**73,998**	**317,675**	**262,676**	**605,320**	**393,885**	**295,220**	**703,984**	**467,883**	**804,975**	**-**	**-**	**-**	**3,925,616**	**3,998,776**	**(73,161)**	**5,199,261**	**5,199,261**	**-**	**1,273,645**
Federal Revenue																			
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	14,927	(14,927)	61,200	61,200	-	61,200
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	5,640	-	-	44,581	-	(5,640)	68,908	-	2,925	-	-	-	116,414	133,836	(17,422)	196,911	196,911	-	80,497
8295 Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Federal Revenue	**5,640**	**-**	**-**	**44,581**	**-**	**(5,640)**	**68,908**	**-**	**2,925**	**-**	**-**	**-**	**116,414**	**148,763**	**(32,349)**	**258,111**	**258,111**	**-**	**141,697**
Other State Revenue																			
8311 SpEd Revenue	12,672	12,672	22,810	22,810	22,810	22,810	22,810	-	42,380	-	-	-	181,774	165,686	16,088	247,191	247,191	-	65,417
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	14,490	-	-	-	-	-	-	14,490	14,490	-	14,490	14,490	-	-
8560 StateLotteryRev	-	-	-	25,166	-	-	36,008	-	-	-	-	-	61,175	71,245	(10,071)	102,465	102,465	-	41,291
8590 AllOthStateRev	-	-	-	11,323	-	79,785	-	31,680	-	-	-	-	122,788	138,231	(15,443)	186,106	194,340	8,234	63,318
8595 State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other State Revenue	**12,672**	**12,672**	**22,810**	**59,300**	**22,810**	**117,085**	**58,818**	**31,680**	**42,380**	**-**	**-**	**-**	**380,227**	**389,653**	**(9,426)**	**550,252**	**558,486**	**8,234**	**170,026**
Local Revenue																			
8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690 OthLocal-Suspense	-	-	-	-	-	(16,964)	16,964	-	-	-	-	-	-	-	-	-	-	-	-
8695 PY Rev Adj	-	-	-	-	-	-	(52,345)	-	-	-	-	-	(52,345)	-	(52,345)	-	-	-	52,345
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)	-	-	-	-	-	-	250	(250)	1,025	1,025	(0)	1,025
8999 Misc Revenue (Suspense)	-	548	-	197	(197)	-	-	-	240	-	-	-	788	414	374	-	-	-	(788)
SUBTOTAL - Local Revenue	**-**	**548**	**-**	**4,036**	**3,017**	**(16,312)**	**(43,085)**	**-**	**240**	**-**	**-**	**-**	**(51,557)**	**664**	**(52,221)**	**1,025**	**1,025**	**(0)**	**52,582**
Fundraising & Grants																			
8802 Donations - Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803 Fundraising	-	-	-	-	-	(0)	20,172	7,273	-	-	-	-	27,445	28,164	(719)	30,393	30,393	-	2,948
SUBTOTAL - Fundraising & Grants	**-**	**-**	**-**	**-**	**-**	**(0)**	**20,172**	**7,273**	**-**	**-**	**-**	**-**	**27,445**	**28,164**	**(719)**	**30,393**	**30,393**	**-**	**2,948**
TOTAL REVENUE	**92,310**	**330,894**	**285,486**	**713,236**	**419,712**	**390,352**	**808,798**	**506,836**	**850,520**	**-**	**-**	**-**	**4,398,144**	**4,566,020**	**(167,876)**	**6,039,042**	**6,047,276**	**8,234**	**1,640,898**
EXPENSES																			
Certificated Salaries																			
1100 TeacherSalaries	70,324	141,507	145,035	146,074	146,932	141,638	136,629	68,030	134,992	-	-	-	1,131,160	1,159,243	(28,083)	1,664,777	1,654,750	(10,027)	533,617
1300 Cert Adminis	50,351	28,916	42,270	37,176	36,876	36,226	35,826	21,001	35,826	-	-	-	324,467	328,149	(3,682)	450,622	450,622	-	126,155
SUBTOTAL - Certificated Salaries	**120,675**	**170,423**	**187,305**	**183,250**	**183,808**	**177,864**	**172,455**	**89,030**	**170,818**	**-**	**-**	**-**	**1,455,627**	**1,487,392**	**(31,765)**	**2,115,400**	**2,105,373**	**(10,027)**	**659,772**

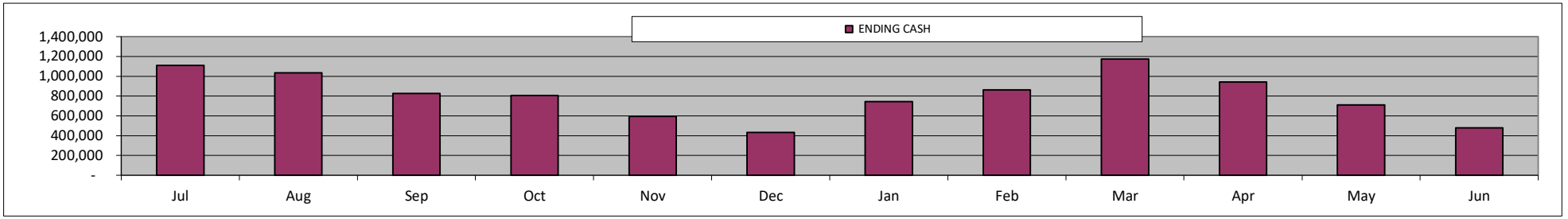
March 2020 Monthly Update Actuals through March 31, 2020)		Year To Date														Annual Budget			
MSA 3		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Classified Salaries																			
2100	Instructional Aides	-	20,629	30,640	75,120	33,382	32,871	51,949	19,043	22,275	-	-	-	285,909	298,140	(12,231)	405,110	405,110	-	119,201
2200	Classified Support	-	3,387	16,652	19,478	25,350	23,325	17,617	17,098	20,610	-	-	-	143,516	133,451	10,065	166,140	143,098	(23,042)	22,624
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	22,515	22,836	21,264	16,633	16,637	16,993	(4,469)	9,450	14,752	-	-	-	136,610	134,652	1,958	174,311	174,311	-	37,701
2900	OtherClassStaff	33,004	2,691	6,689	(37,384)	-	675	(5,675)	-	-	-	-	-	-	(0)	0	(0)	-	0	(0)
	SUBTOTAL - Classified Salaries	**55,519**	**49,542**	**75,246**	**73,847**	**75,369**	**73,863**	**59,422**	**45,591**	**57,637**	**-**	**-**	**-**	**566,035**	**566,243**	**(208)**	**745,562**	**722,520**	**(23,042)**	**179,526**
Employee Benefits																			
3101	STRS-Certified	14,699	28,284	28,201	32,019	29,317	28,265	28,315	13,965	27,876	-	-	-	230,942	240,357	(9,415)	355,962	352,910	(3,052)	125,020
3102	STRS-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3201	PERS-Cert	-	555	1,222	1,222	1,222	1,222	1,222	611	1,222	-	-	-	8,500	7,941	558	10,000	10,000	-	1,500
3202	PERS-Classified	10,704	8,654	12,272	11,403	11,683	11,365	10,945	7,547	9,597	-	-	-	94,170	99,892	(5,722)	147,381	141,547	(5,833)	53,210
3301	OASDI/Med-Cert	1,748	2,642	3,093	3,038	3,079	2,961	2,881	1,484	2,857	-	-	-	23,782	23,554	228	31,704	31,437	(267)	7,922
3302	OASDI/Med-Class	4,234	3,778	5,740	5,633	5,746	5,631	4,216	3,476	4,389	-	-	-	42,842	41,745	1,097	51,950	51,689	(261)	9,108
3401	HlthWelfareCert	-	26,555	51,119	11,235	3,899	54,340	10,002	31,024	34,296	-	-	-	222,471	232,667	(10,197)	370,596	366,051	(4,544)	148,125
3402	HlthWelfareCert	-	-	-	-	-	-	8,000	-	-	-	-	-	8,000	9,707	(1,707)	15,000	15,000	-	7,000
3501	UI-Certificated	-	469	-	-	1,817	-	-	1,387	-	-	-	-	3,673	3,593	80	3,346	4,446	1,100	(327)
3502	UI-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	18	(18)	76	76	-	76
3601	WorkersCmp-Cert	5,861	1,954	1,954	1,954	2,859	1,954	1,954	1,954	1,954	-	-	-	22,398	21,653	745	25,402	25,402	-	3,004
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	0	-	-	-	-	12	2	-	-	-	-	14	15	(1)	20	20	0	6
3902	OthBenes-Class	-	-	-	-	-	-	4	3	0	-	-	-	7	8	(1)	10	10	-	3
	SUBTOTAL - Employee Benefits	**37,245**	**72,891**	**103,601**	**66,504**	**59,623**	**105,737**	**67,551**	**61,454**	**82,193**	**-**	**-**	**-**	**656,799**	**681,152**	**(24,354)**	**1,011,446**	**998,589**	**(12,857)**	**354,647**
Books & Supplies																			
4100	Text&CoreCurric	-	7,773	22,582	14,544	-	-	10,845	-	-	-	-	-	55,743	55,806	(63)	56,000	56,000	-	257
4200	BooksOthRefMats	-	238	681	2,339	-	-	-	-	-	-	-	-	3,257	3,439	(181)	4,000	4,000	-	743
4310	Ins Mats & Sups	-	-	-	2,967	9,993	(270)	263	50,568	(44,269)	-	-	-	19,252	64,007	(44,754)	65,512	62,845	(2,667)	46,260
4315	OthrSupplies	-	-	-	-	-	-	-	-	494	-	-	-	494	186	308	761	761	-	268
4320	Office Supplies	55	68	1,533	1,666	8	614	17	4,941	839	-	-	-	9,740	10,145	(405)	14,000	24,000	10,000	4,260
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	122	(122)	500	500	-	500
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	366	(366)	1,500	1,500	-	1,500
4335	PE Supplies	-	-	-	-	-	-	-	-	444	-	-	-	444	488	(44)	2,000	2,000	-	1,556
4340	Educat Software	-	3,738	2,205	8,266	12,900	5,050	-	-	10,038	-	-	-	42,197	37,507	4,690	54,085	52,585	(1,500)	11,888
4345	NonInstStdntSup	-	7,950	-	-	-	54	-	-	-	-	-	-	8,004	9,220	(1,216)	12,991	22,991	10,000	4,987
4346	TeacherSupplies	-	-	-	-	2	20	-	528	-	-	-	-	549	659	(110)	1,000	1,000	-	451
4350	Cust. Supplies	-	-	-	-	-	-	-	137	-	-	-	-	137	177	(40)	300	300	-	163
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	122	(122)	500	500	-	500
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4410	ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4430	OffceFurnEqp<5k	-	-	-	493	-	-	-	645	-	-	-	-	1,138	2,841	(1,703)	8,120	8,120	-	6,982
4440	Computers <$5k	-	-	-	7,267	-	-	-	-	-	-	-	-	7,267	8,672	(1,405)	13,029	13,029	-	5,762
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	(0)	-	-	-	-	-	-	-	-	-	(0)	(0)	(0)	-	-	-	0
4710	Food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	-	-	-	3,828	-	-	-	-	272	-	-	-	4,100	5,653	(1,553)	11,312	8,764	(2,548)	7,212
4990	PY Expense Adj	-	-	-	-	-	(13,764)	7,853	-	-	-	-	-	(5,911)	(4,470)	(1,442)	-	-	-	5,911
4999	Misc Expenditure (Suspense)	22,957	-	(167)	23,238	2,479	-	-	(45,649)	15	-	-	-	2,872	2,161	712	-	-	-	(2,872)
	SUBTOTAL - Books and Supplies	**23,012**	**19,767**	**26,833**	**64,607**	**25,382**	**(8,296)**	**18,978**	**11,169**	**(32,168)**	**-**	**-**	**-**	**149,283**	**197,100**	**(47,817)**	**245,611**	**258,896**	**13,285**	**96,328**

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5100	CMO Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1,204	-	(1,204)	1,204
5101	CMO Fees	74,594	74,594	74,594	-	149,189	69,651	69,651	69,651	69,651	-	-	-	651,574	649,875	1,699	860,526	860,526	-	208,952
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	-	-	-	-	-	-	-	-	-	-	-	547	(547)	2,244	2,244	-	2,244
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	(1,011)	-	-	-	-	-	-	-	-	(1,011)	(399)	(612)	1,500	1,500	-	2,511
5300	DuesMemberships	-	-	-	1,080	144	3,660	255	-	400	-	-	-	5,539	6,032	(493)	8,800	8,800	-	3,261
5450	Other Insurance	6,228	2,076	2,076	2,076	4,961	2,076	2,076	2,076	2,076	-	-	-	25,721	24,661	1,061	27,808	27,808	-	2,087
5500	OpsHousekeeping	-	-	-	158	-	-	-	(197)	-	-	-	-	(39)	495	(534)	2,150	2,150	-	2,189
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	21,250	21,250	21,250	265,757	33,411	33,410	20,306	21,708	42,230	-	-	-	480,571	459,113	21,458	523,507	523,507	-	42,936
5620	EquipmentLeases	613	744	2,185	613	2,372	2,491	613	2,411	1,301	-	-	-	13,341	13,022	318	16,068	17,068	1,000	2,727
5630	Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-	-	-	-	732	(732)	3,000	3,000	-	3,000
5800	ProfessServices	-	13,718	-	3,625	-	3,625	7,097	3,625	10,547	-	-	-	42,237	41,185	1,052	70,619	70,619	-	28,382
5810	Legal	-	-	-	65,184	(24,295)	6,968	19,750	8,352	6,287	-	-	-	82,244	79,778	2,466	91,623	91,623	-	9,379
5811	Property Tax Refund	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-	-	-	(0)	0	(0)	54,001	54,001	(0)
5814	SchPrgAcadComps	-	-	-	-	-	-	165	159	-	-	-	-	324	1,465	(1,140)	5,000	5,000	-	4,676
5819	SchlProgs-Other	-	548	7,292	-	1,500	6,882	2,807	780	1,644	-	-	-	21,452	26,673	(5,221)	47,955	47,955	-	26,502
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	2,515	(2,515)	10,313	10,313	-	10,313
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	3,284	945	893	1,013	-	1,462	887	-	-	-	8,484	11,335	(2,851)	22,922	22,922	-	14,438
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	1,588	931	1,359	-	2,300	-	-	-	-	-	-	6,178	7,110	(932)	10,000	10,000	-	3,822
5850	Oversight Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	13,044	(13,044)	53,481	53,481	-	53,481
5857	Payroll Fees	10,288	1,493	1,623	(7,052)	1,582	1,610	2,407	1,129	1,623	-	-	-	14,704	16,162	(1,458)	25,714	25,714	-	11,010
5860	Service Fees	-	-	-	186	50	-	-	-	48	-	-	-	284	304	(20)	515	515	-	231
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	4,000	765	-	5,248	-	(5,050)	-	-	7,000	-	-	-	11,963	13,969	(2,006)	41,888	41,888	-	29,926
5864	Prof Dev-Other	-	-	-	-	-	12,000	-	-	-	-	-	-	12,000	14,028	(2,028)	20,316	20,316	-	8,316
5869	SpEd Ctrct Inst	-	-	5,294	-	-	-	16,868	40,009	8,738	-	-	-	70,909	83,316	(12,407)	148,865	148,865	-	77,956
5870	Livescan	-	-	63	-	-	-	-	-	-	-	-	-	63	170	(107)	500	500	-	437
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	3,107	(3,107)	12,740	12,740	-	12,740
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	75	(75)	309	309	-	309
5884	Substitutes	-	-	3,047	21,351	47,152	67,565	-	30,099	39,131	-	-	-	208,345	196,822	11,523	282,408	281,252	(1,156)	74,063
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-	3,266	(3,266)	13,390	13,390	-	13,390
5900	Communications	(0)	-	-	30	-	299	-	2,520	20	-	-	-	2,869	4,438	(1,569)	9,362	9,362	-	6,493
5920	TelecomInternet	2,354	2,530	2,528	2,667	2,693	2,685	2,685	2,672	2,675	-	-	-	23,488	24,518	(1,029)	36,000	36,000	-	12,512
5930	PostageDelivery	1,007	-	503	-	93	987	-	494	-	-	-	-	3,083	4,013	(930)	6,896	6,896	-	3,813
5940	Technology	-	4,455	4,573	479	479	556	479	479	479	-	-	-	11,979	15,116	(3,138)	26,329	26,329	-	14,351
5990	PY Expense Adjustments	-	-	-	-	-	-	(13,663)	-	-	-	-	-	(13,663)	-	(13,663)	-	-	-	13,663
	SUBTOTAL - Services & Other Operating Exp.	**120,333**	**123,760**	**129,243**	**362,694**	**220,223**	**212,727**	**131,494**	**187,428**	**194,737**	**-**	**-**	**-**	**1,682,639**	**1,716,487**	**(33,848)**	**2,383,951**	**2,436,592**	**52,641**	**701,311**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
6900	Depreciation	5,640	5,640	5,640	5,640	(20,891)	334	334	783	783	-	-	-	3,901	3,882	19	6,249	6,249	-	2,348
	SUBTOTAL - Capital Outlay & Depreciation	**5,640**	**5,640**	**5,640**	**5,640**	**(20,891)**	**334**	**334**	**783**	**783**	**-**	**-**	**-**	**3,901**	**3,882**	**19**	**6,249**	**6,249**	**-**	**2,348**
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	694	(694)	2,845	2,845	-	2,845
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**694**	**(694)**	**2,845**	**2,845**	**-**	**2,845**
TOTAL EXPENSES		**362,425**	**442,023**	**527,867**	**756,540**	**543,514**	**562,227**	**450,234**	**395,455**	**473,999**	**-**	**-**	**-**	**4,514,284**	**4,652,951**	**(138,666)**	**6,511,062**	**6,531,062**	**20,000**	**1,996,778**

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-3	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**991,716**	**1,109,890**	**1,035,546**	**826,511**	**806,327**	**594,848**	**434,381**	**744,901**	**861,863**	**1,173,196**	**942,519**	**711,842**	**481,165**	
Revenue														
LCFF Entitlement	73,998	317,675	262,676	605,320	393,885	295,220	703,984	467,883	804,975	274,849	274,849	274,849	375,939	**5,126,100**
Federal Revenue	5,640	-	-	44,581	-	(5,640)	68,908	-	2,925	35,274	35,274	35,274	3,527	**225,762**
Other State Revenues	12,672	12,672	22,810	59,300	22,810	117,085	58,818	31,680	42,380	51,806	51,806	51,806	13,415	**549,060**
Other Local Revenues	-	548	-	4,036	3,017	(16,312)	(22,913)	7,273	240	835	835	835	84	**(21,522)**
Total Revenue	**92,310**	**330,894**	**285,486**	**713,236**	**419,712**	**390,352**	**808,798**	**506,836**	**850,520**	**362,764**	**362,764**	**362,764**	**392,965**	**5,879,400**
Expenses														
Certificated Salaries	120,675	170,423	187,305	183,250	183,808	177,864	172,455	89,030	170,818	202,583	202,583	202,583	10,231	**2,073,608**
Classified Salaries	55,519	49,542	75,246	73,847	75,369	73,863	59,422	45,591	57,637	57,845	57,845	57,845	(17,257)	**722,312**
Benefits	37,245	72,891	103,601	66,504	59,623	105,737	67,551	61,454	82,193	106,546	106,546	106,546	(2,203)	**974,235**
Books and Supplies	23,012	19,767	26,833	64,607	25,382	(8,296)	18,978	11,169	(32,168)	15,649	15,649	15,649	14,850	**211,079**
Services and Operations	120,333	123,760	129,243	362,694	220,223	212,727	131,494	187,428	194,737	214,922	214,922	214,922	75,337	**2,402,743**
Depreciation / Cap Outlay	5,640	5,640	5,640	5,640	(20,891)	334	334	783	783	764	764	764	76	**6,268**
Other Outflows	-	-	-	-	-	-	-	-	-	694	694	694	69	**2,151**
Total Expenses	**362,425**	**442,023**	**527,867**	**756,540**	**543,514**	**562,227**	**450,234**	**395,455**	**473,999**	**599,003**	**599,003**	**599,003**	**81,104**	**6,392,396**
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	74,527	21,250	105,835	(28,335)	(100,206)	(64,235)	(53,175)		(70,768)					**(115,106)**
Fixed Assets - Depreciation Addback	5,640	5,640	5,640	5,640	(20,891)	334	334	783	783	764	764	764		**6,191**
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	**388,288**	**36,785**	**33,346**	**23,120**	**(87,677)**	**11,408**	**(48,044)**	**5,581**	**(65,187)**	**5,562**	**5,562**	**5,562**		**314,305**
Total Change in Cash	**118,174**	**(74,344)**	**(209,035)**	**(20,184)**	**(211,479)**	**(160,468)**	**310,520**	**116,961**	**311,333**	**(230,677)**	**(230,677)**	**(230,677)**		**(198,691)**
ENDING CASH	**1,109,890**	**1,035,546**	**826,511**	**806,327**	**594,848**	**434,381**	**744,901**	**861,863**	**1,173,196**	**942,519**	**711,842**	**481,165**		<<< = 27 days cash



MSA-4 Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($685,457).
This is an decrease of ($26,182) from the original July Budget projected deficit of ($659,276).
This will allow MSA-4 to end this fiscal year with a balance of $637,272, which is 27.1% 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 $844,053, which represents 135 days of operating costs on average.
This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = decrease of ($6,182), 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 $0 lower 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 $0 lower 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 $8,234 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 ($8,322) lower than in the the July Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of $20,000, or 0.9% 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 $727 higher than in the July Budget, reflecting budget adjustments to address changes in enrollment and other factors.

Books & Supplies: This category includes textbooks, computers, supplies, and other instructional and non-instructional materials and equipment.
Books & Supplies costs are projected at $22,000 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 $0 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

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Projected Average Daily Attendance:																123	123	-	
SUMMARY																			
Revenue																			
LCFF Entitlement	24,673	106,647	90,198	209,446	136,036	103,139	242,345	160,710	121,334	-	-	-	1,194,527	1,357,108	(162,581)	1,436,450	1,436,450	-	83%
Federal Revenue	1,966	3,978	2,642	24,534	2,642	-	34,179	4,624	-	-	-	-	74,566	81,041	(6,475)	101,113	101,113	-	74%
Other State Revenues	5,765	11,517	7,681	21,256	7,681	11,102	22,381	13,441	-	-	-	-	100,823	104,437	(3,614)	115,640	117,780	2,140	86%
Other Local Revenues	(23,540)	-	-	24,711	-	(86,297)	(3,591)	-	-	-	-	-	(88,717)	9,738	(98,456)	19,511	11,189	(8,322)	-793%
Total Revenue	**8,864**	**122,142**	**100,521**	**279,948**	**146,359**	**27,944**	**295,314**	**178,774**	**121,334**	**-**	**-**	**-**	**1,281,199**	**1,552,324**	**(271,125)**	**1,672,714**	**1,666,532**	**(6,182)**	**77%**
Expenditures																			
Certificated Salaries	32,099	74,665	81,110	75,037	79,152	77,471	73,829	35,141	73,724	-	-	-	602,229	620,872	(18,643)	907,211	907,561	350	66%
Classified Salaries	4,663	12,095	18,777	18,118	18,363	18,099	(26,882)	10,261	17,870	-	-	-	91,365	88,147	3,218	133,566	133,788	222	68%
Benefits	7,669	17,652	30,319	46,005	20,731	31,702	45,963	20,268	29,641	-	-	-	249,950	257,948	(7,998)	374,631	374,786	155	67%
Books and Supplies	13	6,025	23,585	2,981	3,304	19,693	(29,094)	4,910	3,715	-	-	-	35,132	43,021	(7,889)	78,994	100,494	21,500	35%
Services and Operating Exp.	7,456	35,198	30,994	239,401	55,792	61,401	98,154	37,928	30,308	-	-	-	596,635	631,919	(35,284)	835,253	833,026	(2,227)	72%
Depreciation & Cap Outlay	-	-	-	-	-	5,375	-	-	4,118	-	-	-	9,493	4,634	4,860	2,335	2,335	-	407%
Other Outflows	1,546	3,099	2,065	2,065	2,065	-	(10,839)	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	**53,448**	**148,733**	**186,850**	**383,607**	**179,407**	**213,741**	**151,131**	**108,509**	**159,377**	**-**	**-**	**-**	**1,584,804**	**1,646,539**	**(61,736)**	**2,331,990**	**2,351,990**	**20,000**	**67%**
Net Revenues													**(303,604)**	**(94,215)**	(209,389)	**(659,276)**	**(685,457)**	(26,182)	

Fund Balance		
Beginning Balance (Audited)	1,322,729	
Net Revenues	(685,457)	
Ending Fund Balance	**637,272**	
Components of Fund Bal.		
Available For Econ. Uncert.	600,941	25.6% of Expenditures
Restricted Balances (Est.)	15,621	0.7% of Expenditures
Net Fixed Assets	20,709	0.9% of Expenditures
Ending Fund Balance	**637,272**	**27.1% of Expenditures**

DELTA MANAGED S

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget

REVENUE DETAIL		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Actual YTD	Budget YTD	Variance	Second Interim 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	103,139	103,139	95,976	-	-	-	726,271	836,573	(110,302)	905,525	905,525	-	179,254
8012	EPA Entitlement	-	-	-	73,409	-	-	73,410	-	24,794	-	-	-	171,613	220,229	(48,616)	217,517	217,517	-	45,904
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	564	-	-	-	564	-	564	-	-	-	(564)
8096	InLieuPropTaxes	24,673	49,347	32,898	32,898	32,897	-	65,796	57,571	-	-	-	-	296,079	300,306	(4,227)	313,408	313,408	-	17,329
	SUBTOTAL - LCFF Entitlement	**24,673**	**106,647**	**90,198**	**209,446**	**136,036**	**103,139**	**242,345**	**160,710**	**121,334**	**-**	**-**	**-**	**1,194,527**	**1,357,108**	**(162,581)**	**1,436,450**	**1,436,450**	**-**	**241,923**
Federal Revenue																				
8181	SpEd - Revenue	1,966	3,978	2,642	2,642	2,642	-	5,284	4,624	-	-	-	-	23,779	24,733	(954)	27,690	27,690	-	3,911
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	All Other Federal Revenue	-	-	-	21,892	-	-	28,895	-	-	-	-	-	50,787	56,308	(5,521)	73,423	73,423	-	22,636
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Federal Revenue	**1,966**	**3,978**	**2,642**	**24,534**	**2,642**	**-**	**34,179**	**4,624**	**-**	**-**	**-**	**-**	**74,566**	**81,041**	**(6,475)**	**101,113**	**101,113**	**-**	**26,547**
Other State Revenue																				
8311	SpEd Revenue	5,765	11,517	7,681	16,242	7,681	-	15,361	13,441	-	-	-	-	77,687	78,772	(1,085)	82,136	82,136	-	4,449
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	-	6,440	-	-	-	-	-	-	6,440	6,440	-	6,440	6,440	-	-
8560	StateLotteryRev	-	-	-	5,014	-	4,662	7,020	-	-	-	-	-	16,696	19,225	(2,529)	27,064	27,064	-	10,367
8590	AllOthStateRev	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,140	2,140	-
8595	State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other State Revenue	**5,765**	**11,517**	**7,681**	**21,256**	**7,681**	**11,102**	**22,381**	**13,441**	**-**	**-**	**-**	**-**	**100,823**	**104,437**	**(3,614)**	**115,640**	**117,780**	**2,140**	**14,817**
Local Revenue																				
8600	Other Local Rev	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690	OthLocal-Suspense	-	-	-	-	-	(91,712)	91,712	-	-	-	-	-	-	-	-	-	-	-	-
8695	PY Rev Adj	-	-	-	-	-	-	(95,303)	-	-	-	-	-	(95,303)	-	(95,303)	-	-	-	95,303
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)	-	-	-	-	-	-	2,030	(2,030)	8,322	(0)	(8,322)	8,322
8999	Misc Revenue (Suspense)	(23,540)	-	-	23,540	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Local Revenue	**(23,540)**	**-**	**-**	**24,711**	**-**	**(86,297)**	**(10,177)**	**-**	**-**	**-**	**-**	**-**	**(95,303)**	**2,030**	**(97,333)**	**8,322**	**(0)**	**(8,322)**	**103,625**
Fundraising & Grants																				
8802	Donations - Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803	Fundraising	-	-	-	-	-	-	6,586	-	-	-	-	-	6,586	7,709	(1,123)	11,189	11,189	-	4,603
	SUBTOTAL - Fundraising & Grants	**-**	**-**	**-**	**-**	**-**	**-**	**6,586**	**-**	**-**	**-**	**-**	**-**	**6,586**	**7,709**	**(1,123)**	**11,189**	**11,189**	**-**	**4,603**
TOTAL REVENUE		**8,864**	**122,142**	**100,521**	**279,948**	**146,359**	**27,944**	**295,314**	**178,774**	**121,334**	**-**	**-**	**-**	**1,281,199**	**1,552,324**	**(271,125)**	**1,672,714**	**1,666,532**	**(6,182)**	**391,514**
EXPENSES																				
Certificated Salaries																				
1100	TeacherSalaries	16,000	59,537	64,032	59,778	63,426	62,043	53,712	24,529	58,596	-	-	-	461,652	478,680	(17,028)	713,114	713,114	-	251,462
1300	Cert Adminis	16,099	15,128	17,078	15,260	15,726	15,428	20,117	10,613	15,128	-	-	-	140,577	142,192	(1,615)	194,097	194,447	350	53,520
	SUBTOTAL - Certificated Salaries	**32,099**	**74,665**	**81,110**	**75,037**	**79,152**	**77,471**	**73,829**	**35,141**	**73,724**	**-**	**-**	**-**	**602,229**	**620,872**	**(18,643)**	**907,211**	**907,561**	**350**	**304,982**

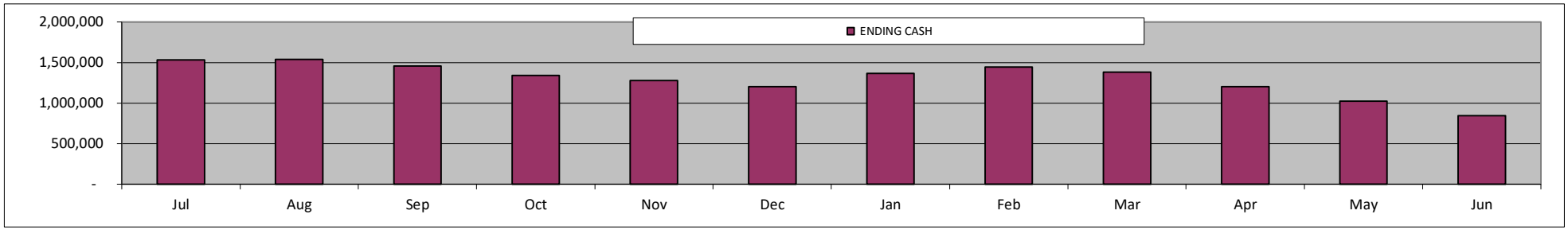
March 2020 Monthly Update Actuals through March 31, 2020)		Year To Date														Annual Budget			
MSA 4		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	-	3,421	10,103	22,536	13,831	13,567	(44,192)	7,710	13,212	-	-	-	40,189	33,405	6,784	53,330	53,330	-	13,141
2200	Classified Support	-	-	-	-	-	-	12,652	-	-	-	-	-	12,652	16,639	(3,987)	29,000	29,000	-	16,348
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	4,663	4,310	4,310	4,310	4,532	4,532	4,658	2,551	4,658	-	-	-	38,524	38,103	422	51,236	51,458	222	12,712
2900	OtherClassStaff	-	4,364	4,364	(8,728)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Classified Salaries	**4,663**	**12,095**	**18,777**	**18,118**	**18,363**	**18,099**	**(26,882)**	**10,261**	**17,870**	**-**	**-**	**-**	**91,365**	**88,147**	**3,218**	**133,566**	**133,788**	**222**	**42,201**
Employee Benefits																				
3101	STRS-Certified	3,565	12,186	12,835	12,779	13,847	14,514	11,691	5,996	12,581	-	-	-	99,994	103,529	(3,534)	153,487	153,487	-	53,492
3102	STRS-Classified	-	746	1,355	1,630	1,384	1,492	1,492	746	1,492	-	-	-	10,339	8,664	1,674	8,100	8,100	-	(2,239)
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	884	1,490	1,865	1,818	1,279	1,654	3,779	1,104	1,763	-	-	-	15,636	17,107	(1,471)	27,134	27,272	138	11,498
3301	OASDI/Med-Cert	465	1,080	1,170	1,379	1,536	1,284	1,971	506	1,061	-	-	-	10,452	10,808	(356)	15,199	15,199	-	4,747
3302	OASDI/Med-Class	357	925	1,436	1,386	1,271	1,385	2,220	785	1,367	-	-	-	11,132	10,415	717	12,430	12,447	17	1,298
3401	HlthWelfareCert	-	276	10,844	25,344	217	10,560	23,996	6,452	10,563	-	-	-	88,252	93,619	(5,367)	143,000	143,000	-	54,748
3402	HlthWelfareCert	-	-	-	-	-	-	-	3,000	-	-	-	-	3,000	3,488	(488)	5,000	5,000	-	2,000
3501	UI-Certificated	-	134	-	854	-	-	-	864	-	-	-	-	1,852	1,510	342	449	449	-	(1,403)
3502	UI-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	16	(16)	65	65	-	65
3601	WorkersCmp-Cert	2,398	814	814	814	1,197	814	814	814	814	-	-	-	9,293	8,793	500	9,768	9,768	-	475
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Employee Benefits	**7,669**	**17,652**	**30,319**	**46,005**	**20,731**	**31,702**	**45,963**	**20,268**	**29,641**	**-**	**-**	**-**	**249,950**	**257,948**	**(7,998)**	**374,631**	**374,786**	**155**	**124,681**
Books & Supplies																				
4100	Text&CoreCurric	-	4,272	-	-	-	-	-	(1,439)	-	-	-	-	2,833	3,481	(648)	5,489	5,489	-	2,656
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4310	Ins Mats & Sups	-	1,371	-	196	-	(280)	-	4,142	-	-	-	-	5,429	10,685	(5,257)	26,981	26,981	-	21,552
4315	OthrSupplies	-	270	-	-	-	-	-	-	-	-	-	-	270	270	-	270	270	-	-
4320	Office Supplies	13	112	-	965	267	536	165	561	715	-	-	-	3,335	7,103	(3,768)	21,000	31,000	10,000	17,665
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	-	-	747	1,820	1,125	-	-	-	3,000	-	-	-	6,692	6,590	102	15,574	15,574	-	8,882
4345	NonInstStdntSup	-	-	-	-	-	569	-	-	-	-	-	-	569	674	(105)	1,000	12,500	11,500	431
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	502	(502)	2,059	2,059	-	2,059
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4410	ClssrmFrnEqp<5k	-	-	-	-	-	1,796	-	-	-	-	-	-	1,796	1,797	(1)	1,800	1,800	-	4
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4440	Computers <$5k	-	-	-	-	-	-	-	-	-	-	-	-	-	688	(688)	2,822	2,822	-	2,822
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	22,478	-	-	-	(22,478)	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	-	-	360	-	-	41	43	-	-	-	-	-	444	824	(379)	2,000	2,000	-	1,556
4990	PY Expense Adj	-	-	-	-	-	17,030	(6,825)	-	-	-	-	-	10,206	7,717	2,489	-	-	-	(10,206)
4999	Misc Expenditure (Suspense)	-	-	-	-	1,912	-	-	1,646	-	-	-	-	3,558	2,690	868	-	-	-	(3,558)
	SUBTOTAL - Books and Supplies	**13**	**6,025**	**23,585**	**2,981**	**3,304**	**19,693**	**(29,094)**	**4,910**	**3,715**	**-**	**-**	**-**	**35,132**	**43,021**	**(7,889)**	**78,994**	**100,494**	**21,500**	**43,862**

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5100	CMO Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5101	CMO Fees	5,595	5,595	5,595	-	11,189	1,382	1,382	1,382	1,382	-	-	-	33,501	33,468	34	37,648	37,648	-	4,146
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	366	(366)	1,500	1,500	-	1,500
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5300	DuesMemberships	-	1,070	-	762	-	2,755	-	-	-	-	-	-	4,587	4,688	(101)	5,000	5,000	-	413
5450	Other Insurance	2,442	799	799	799	1,250	799	799	799	799	-	-	-	9,285	9,095	190	10,982	10,982	-	1,697
5500	OpsHousekeeping	-	-	-	(197)	-	-	-	(197)	-	-	-	-	(394)	(103)	(291)	800	800	-	1,194
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	-	-	1,923	219,663	27,356	26,041	62,055	9,349	-	-	-	-	346,387	350,406	(4,018)	362,862	362,862	-	16,475
5620	EquipmentLeases	-	377	423	1,240	754	932	377	1,676	1,920	-	-	-	7,700	9,768	(2,069)	22,134	22,134	-	14,434
5630	Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-	-	-	-	1,707	(1,707)	7,000	7,000	-	7,000
5800	ProfessServices	-	11,083	-	700	700	700	917	-	-	-	-	-	14,100	21,542	(7,442)	44,613	41,686	(2,927)	30,513
5810	Legal	-	-	-	172	-	(646)	-	114	-	-	-	-	(360)	3,386	(3,746)	15,000	15,000	-	15,360
5811	Property Tax Refund	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-	-	-	244	(244)	1,000	1,000	-	1,000
5814	SchPrgAcadComps	-	-	-	325	-	-	-	-	51	-	-	-	376	1,465	(1,089)	5,000	5,000	-	4,624
5819	SchlProgs-Other	-	-	-	-	-	-	-	1,510	-	-	-	-	1,510	3,312	(1,802)	8,897	8,897	-	7,387
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	2,646	(2,646)	10,850	10,850	-	10,850
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	-	-	586	-	928	-	-	-	-	1,514	2,564	(1,051)	5,822	6,522	700	4,308
5836	FieldTrip Trans	-	6,827	6,827	6,827	6,827	6,827	6,827	6,827	3,023	-	-	-	50,809	52,926	(2,117)	68,860	68,860	-	18,051
5840	MarkngStdtRecrt	-	-	6,420	-	-	-	-	-	-	-	-	-	6,420	6,854	(434)	8,200	8,200	-	1,780
5850	Oversight Fees	1,075	2,151	1,434	1,434	1,434	-	2,868	2,509	-	-	-	-	12,905	14,501	(1,596)	19,449	19,449	-	6,544
5857	Payroll Fees	(2,015)	756	2,960	3,522	782	782	1,061	578	1,054	-	-	-	9,482	8,822	660	10,044	10,044	-	562
5860	Service Fees	-	93	78	-	-	-	-	-	24	-	-	-	195	262	(67)	546	546	-	351
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	650	25	198	-	-	-	-	-	-	-	-	873	1,767	(894)	4,539	4,539	-	3,666
5864	Prof Dev-Other	-	-	-	-	-	(2,000)	-	1,866	5,000	-	-	-	4,866	1,968	2,898	8,485	8,485	-	3,619
5869	SpEd Ctrct Inst	-	-	-	-	-	11,335	2,935	1,293	12,079	-	-	-	27,641	25,158	2,484	54,902	54,902	-	27,261
5870	Livescan	-	-	149	133	-	-	-	-	-	-	-	-	282	299	(17)	351	351	-	69
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	14,968	3,613	-	-	-	-	18,581	20,805	(2,224)	27,699	27,699	-	9,118
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	521	3,180	4,845	3,349	1,238	5,035	3,002	-	-	-	21,170	22,201	(1,031)	34,705	34,705	-	13,535
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-	1,708	(1,708)	7,004	7,004	-	7,004
5900	Communications	359	1,548	1,553	370	382	386	384	-	900	-	-	-	5,882	6,071	(190)	9,450	9,450	-	3,568
5920	TelecomInternet	-	-	-	-	-	7,899	2,070	373	379	-	-	-	10,722	12,979	(2,257)	21,150	21,150	-	10,428
5930	PostageDelivery	-	-	405	-	-	-	-	-	421	-	-	-	826	968	(142)	2,713	2,713	-	1,887
5940	Technology	-	4,250	1,884	274	274	274	274	274	274	-	-	-	7,776	10,075	(2,299)	18,050	18,050	-	10,274
5990	PY Expense Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**7,456**	**35,198**	**30,994**	**239,401**	**55,792**	**61,401**	**98,154**	**37,928**	**30,308**	**-**	**-**	**-**	**596,635**	**631,919**	**(35,284)**	**835,253**	**833,026**	**(2,227)**	**238,618**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
6900	Depreciation	-	-	-	-	-	5,375	-	-	4,118	-	-	-	9,493	4,634	4,860	2,335	2,335	-	(7,159)
	SUBTOTAL - Capital Outlay & Depreciation	-	-	-	-	-	5,375	-	-	4,118	-	-	-	9,493	4,634	4,860	2,335	2,335	-	(7,159)
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	1,546	3,099	2,065	2,065	2,065	-	(10,839)	-	-	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	1,546	3,099	2,065	2,065	2,065	-	(10,839)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		53,448	148,733	186,850	383,607	179,407	213,741	151,131	108,509	159,377	-	-	-	1,584,804	1,646,539	(61,736)	2,331,990	2,351,990	20,000	747,186

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-4	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**1,475,263**	**1,535,445**	**1,538,755**	**1,459,854**	**1,340,425**	**1,280,817**	**1,202,556**	**1,366,382**	**1,444,849**	**1,380,895**	**1,201,948**	**1,023,000**	**844,053**	
Revenue														
LCFF Entitlement	24,673	106,647	90,198	209,446	136,036	103,139	242,345	160,710	121,334	21,465	21,465	21,465	14,948	**1,273,869**
Federal Revenue	1,966	3,978	2,642	24,534	2,642	-	34,179	4,624	-	6,475	6,475	6,475	647	**94,638**
Other State Revenues	5,765	11,517	7,681	21,256	7,681	11,102	22,381	13,441	-	3,614	3,614	3,614	2,501	**114,166**
Other Local Revenues	(23,540)	-	-	24,711	-	(86,297)	(3,591)	-	-	3,152	3,152	3,152	(8,006)	**(87,266)**
Total Revenue	**8,864**	**122,142**	**100,521**	**279,948**	**146,359**	**27,944**	**295,314**	**178,774**	**121,334**	**34,706**	**34,706**	**34,706**	**10,091**	**1,395,407**
Expenses														
Certificated Salaries	32,099	74,665	81,110	75,037	79,152	77,471	73,829	35,141	73,724	92,367	92,367	92,367	9,587	**888,918**
Classified Salaries	4,663	12,095	18,777	18,118	18,363	18,099	(26,882)	10,261	17,870	14,651	14,651	14,651	1,687	**137,006**
Benefits	7,669	17,652	30,319	46,005	20,731	31,702	45,963	20,268	29,641	37,640	37,640	37,640	3,919	**366,788**
Books and Supplies	13	6,025	23,585	2,981	3,304	19,693	(29,094)	4,910	3,715	11,604	11,604	11,604	22,660	**92,605**
Services and Operations	7,456	35,198	30,994	239,401	55,792	61,401	98,154	37,928	30,308	65,592	65,592	65,592	4,332	**797,743**
Depreciation / Cap Outlay	-	-	-	-	-	5,375	-	-	4,118	(742)	(742)	(742)	(74)	**7,195**
Other Outflows	1,546	3,099	2,065	2,065	2,065	-	(10,839)	-	-	-	-	-	-	**-**
Total Expenses	**53,448**	**148,733**	**186,850**	**383,607**	**179,407**	**213,741**	**151,131**	**108,509**	**159,377**	**221,113**	**221,113**	**221,113**	**42,111**	**2,290,254**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	131,416	43,246				87,049								**261,711**
Accounts Receivable - Current Year														**-**
Other Assets/Accrual Adj	382	40	(22,859)	(23,971)	(34,761)	189,911	11,441		(38,231)					**81,953**
Fixed Assets - Depreciation Addback	-	-	-	-	-	5,375	-	-	4,118	(742)	(742)	(742)		**7,269**
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	**104,766**	**29,901**	**7,429**	**(15,770)**	**(26,560)**	**107,536**	**19,642**	**8,201**	**(25,911)**	**7,460**	**7,460**	**7,460**		**231,616**
Total Change in Cash	**60,182**	**3,310**	**(78,901)**	**(119,429)**	**(59,608)**	**(78,261)**	**163,825**	**78,467**	**(63,954)**	**(178,947)**	**(178,947)**	**(178,947)**		**(663,230)**
ENDING CASH	**1,535,445**	**1,538,755**	**1,459,854**	**1,340,425**	**1,280,817**	**1,202,556**	**1,366,382**	**1,444,849**	**1,380,895**	**1,201,948**	**1,023,000**	**844,053**		<<< = 135 days cash



MSA-5 Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($8,801).
This is an decrease of ($15,329) from the original July Budget projected surplus of $6,528.
This will allow MSA-5 to end this fiscal year with a balance of $1,773,206, which is 50.6% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.
The lowest projected ending cash balance this fiscal year is $1,779,252, which represents 190 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 $4,671, 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 $0 lower 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 $0 lower 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 $8,234 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 $0 lower than in the the July Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of $20,000, or 0.6% 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 ($1,500) 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 $22,000 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 $0 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

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Projected Average Daily Attendance:																269	269	-	
SUMMARY																			
Revenue																			
LCFF Entitlement	35,397	153,189	127,040	329,376	190,917	143,720	244,643	320,707	693,640	-	-	-	2,238,629	1,996,033	242,596	3,074,449	3,074,449	-	73%
Federal Revenue	-	-	-	31,776	2,136	-	56,964	-	-	-	-	-	90,876	102,258	(11,382)	137,543	137,543	-	66%
Other State Revenues	6,061	6,061	10,910	25,080	10,910	37,641	34,018	18,480	29,064	-	-	-	178,225	180,249	(2,024)	276,623	281,294	4,671	63%
Other Local Revenues	-	-	-	618	690	(10,455)	(63,028)	2,617	-	-	-	-	(69,558)	5,091	(74,649)	1,698	1,698	-	-4097%
Total Revenue	**41,458**	**159,250**	**137,950**	**386,850**	**204,653**	**170,907**	**272,597**	**341,804**	**722,704**	**-**	**-**	**-**	**2,438,172**	**2,283,631**	**154,541**	**3,490,313**	**3,494,984**	**4,671**	**70%**
Expenditures																			
Certificated Salaries	61,809	101,017	163,679	51,202	108,425	108,388	105,066	59,932	110,391	-	-	-	869,909	905,020	(35,111)	1,356,074	1,357,274	1,200	64%
Classified Salaries	19,485	26,031	43,145	13,355	27,955	19,667	12,023	17,059	27,967	-	-	-	206,685	192,421	14,265	234,897	234,997	100	88%
Benefits	16,170	40,760	70,173	20,243	30,511	82,124	18,798	34,249	45,284	-	-	-	358,310	375,551	(17,241)	569,378	566,578	(2,800)	63%
Books and Supplies	6,431	389	7,484	8,473	48,070	(518)	(7,029)	66,468	4,345	-	-	-	134,113	156,028	(21,915)	237,437	260,937	23,500	51%
Services and Operating Exp.	34,766	35,433	50,885	92,685	62,462	98,923	81,361	92,018	95,175	-	-	-	643,707	675,334	(31,627)	1,068,418	1,066,418	(2,000)	60%
Depreciation & Cap Outlay	1,465	1,465	1,464	1,465	4,038	1,979	1,529	1,419	2,438	-	-	-	17,261	15,496	1,766	17,579	17,579	-	98%
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	**140,125**	**205,094**	**336,830**	**187,423**	**281,461**	**310,563**	**211,748**	**271,143**	**285,599**	**-**	**-**	**-**	**2,229,986**	**2,319,849**	**(89,863)**	**3,483,784**	**3,503,784**	**20,000**	**64%**
Net Revenues													**208,186**	**(36,218)**	**244,404**	**6,528**	**(8,801)**	**(15,329)**	

Fund Balance			
Beginning Balance (Audited)	1,782,007		
Net Revenues	(8,801)		
Ending Fund Balance	**1,773,206**		
Components of Fund Bal.			
Available For Econ. Uncert.	1,691,673	48.3% of Expenditures	
Restricted Balances (Est.)	31,820	0.9% of Expenditures	
Net Fixed Assets	49,713	1.4% of Expenditures	
Ending Fund Balance	**1,773,206**	**50.6% of Expenditures**	

DELTA MANAGED S

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget

REVENUE DETAIL		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Actual YTD	Budget YTD	Variance	Second Interim 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	143,720	143,720	408,462	-	-	-	1,324,286	1,203,264	121,022	1,986,446	1,986,446	-	662,160
8012	EPA Entitlement	-	-	-	100,924	-	-	100,923	-	155,945	-	-	-	357,792	302,770	55,022	403,694	403,694	-	45,902
8019	Prior Year Adjustments	-	2,550	-	-	-	-	-	-	827	-	-	-	3,377	1,928	1,449	-	-	-	(3,377)
8096	InLieuPropTaxes	35,397	70,795	47,196	47,196	47,197	-	-	176,987	128,406	-	-	-	553,174	488,071	65,103	684,309	684,309	-	131,135
	SUBTOTAL - LCFF Entitlement	**35,397**	**153,189**	**127,040**	**329,376**	**190,917**	**143,720**	**244,643**	**320,707**	**693,640**	**-**	**-**	**-**	**2,238,629**	**1,996,033**	**242,596**	**3,074,449**	**3,074,449**	**-**	**835,820**
Federal Revenue																				
8181	SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	7,259	(7,259)	29,760	29,760	-	29,760
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	All Other Federal Revenue	-	-	-	31,776	2,136	-	56,964	-	-	-	-	-	90,876	95,000	(4,124)	107,783	107,783	-	16,907
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**31,776**	**2,136**	**-**	**56,964**	**-**	**-**	**-**	**-**	**-**	**90,876**	**102,258**	**(11,382)**	**137,543**	**137,543**	**-**	**46,667**
Other State Revenue																				
8311	SpEd Revenue	6,061	6,061	10,910	10,910	10,910	10,910	13,145	-	29,064	-	-	-	97,971	86,301	11,670	140,224	140,224	-	42,253
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	-	5,957	-	-	-	-	-	-	5,957	5,957	0	5,957	5,957	-	(0)
8560	StateLotteryRev	-	-	-	11,221	-	-	20,873	-	-	-	-	-	32,094	38,453	(6,359)	58,167	58,167	-	26,073
8590	AllOthStateRev	-	-	-	2,948	-	20,774	-	18,480	-	-	-	-	42,203	49,538	(7,335)	72,275	76,946	4,671	30,073
8595	State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other State Revenue	**6,061**	**6,061**	**10,910**	**25,080**	**10,910**	**37,641**	**34,018**	**18,480**	**29,064**	**-**	**-**	**-**	**178,225**	**180,249**	**(2,024)**	**276,623**	**281,294**	**4,671**	**98,398**
Local Revenue																				
8600	Other Local Rev	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690	OthLocal-Suspense	-	-	-	-	-	(13,126)	13,126	-	-	-	-	-	(0)	(0)	(0)	-	-	-	0
8695	PY Rev Adj	-	-	-	-	-	-	(75,744)	-	-	-	-	-	(75,744)	-	(75,744)	-	-	-	75,744
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	1,240	(2,548)	-	-	-	-	-	-	(0)	0	(0)	(0)	-	(0)
8999	Misc Revenue (Suspense)	-	-	-	0	-	1,431	(1,431)	2,617	-	-	-	-	2,617	1,979	638	-	-	-	(2,617)
	SUBTOTAL - Local Revenue	**-**	**-**	**-**	**618**	**690**	**(10,455)**	**(66,597)**	**2,617**	**-**	**-**	**-**	**-**	**(73,127)**	**1,979**	**(75,106)**	**(0)**	**(0)**	**-**	**73,127**
Fundraising & Grants																				
8802	Donations - Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803	Fundraising	-	-	-	-	-	-	3,569	-	-	-	-	-	3,569	3,113	456	1,698	1,698	-	(1,871)
	SUBTOTAL - Fundraising & Grants	**-**	**-**	**-**	**-**	**-**	**-**	**3,569**	**-**	**-**	**-**	**-**	**-**	**3,569**	**3,113**	**456**	**1,698**	**1,698**	**-**	**(1,871)**
TOTAL REVENUE		**41,458**	**159,250**	**137,950**	**386,850**	**204,653**	**170,907**	**272,597**	**341,804**	**722,704**	**-**	**-**	**-**	**2,438,172**	**2,283,631**	**154,541**	**3,490,313**	**3,494,984**	**4,671**	**1,052,141**
EXPENSES																				
Certificated Salaries																				
1100	TeacherSalaries	34,752	84,773	137,363	43,080	90,581	91,544	88,822	50,610	93,247	-	-	-	714,772	747,539	(32,768)	1,138,183	1,138,183	-	423,411
1300	Cert Adminis	27,057	16,244	26,316	8,122	17,844	16,844	16,244	9,322	17,144	-	-	-	155,137	157,480	(2,343)	217,891	219,091	1,200	62,754
	SUBTOTAL - Certificated Salaries	**61,809**	**101,017**	**163,679**	**51,202**	**108,425**	**108,388**	**105,066**	**59,932**	**110,391**	**-**	**-**	**-**	**869,909**	**905,020**	**(35,111)**	**1,356,074**	**1,357,274**	**1,200**	**486,165**

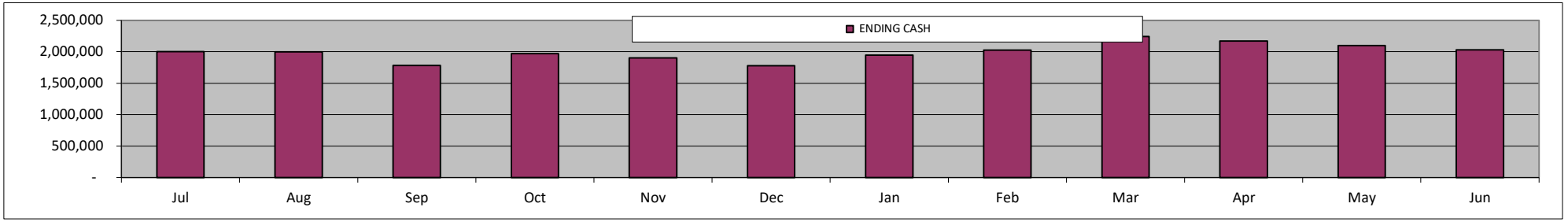
March 2020 Monthly Update Actuals through March 31, 2020)		Year To Date														Annual Budget			
MSA 5		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	-	5,232	12,658	26,350	14,024	5,728	20,516	9,580	14,060	-	-	-	108,147	101,321	6,825	123,747	123,847	100	15,601
2200	Classified Support	-	6,546	9,819	(13,092)	-	-	-	-	-	-	-	-	3,273	3,273	-	3,273	3,273	-	-
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	13,495	13,488	20,668	6,852	13,931	13,939	(8,493)	7,478	13,907	-	-	-	95,266	87,592	7,674	106,917	106,917	-	11,651
2900	OtherClassStaff	5,989	765	-	(6,755)	(0)	-	-	-	-	-	-	-	(0)	234	(234)	960	960	-	960
	SUBTOTAL - Classified Salaries	**19,485**	**26,031**	**43,145**	**13,355**	**27,955**	**19,667**	**12,023**	**17,059**	**27,967**	**-**	**-**	**-**	**206,685**	**192,421**	**14,265**	**234,897**	**234,997**	**100**	**28,212**
Employee Benefits																				
3101	STRS-Certified	6,450	17,140	25,806	10,022	18,042	18,461	17,941	10,141	18,675	-	-	-	142,677	146,453	(3,776)	216,049	213,241	(2,808)	73,372
3102	STRS-Classified	-	-	-	-	-	644	308	173	-	-	-	-	1,125	851	274	-	-	-	(1,125)
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	3,803	5,123	8,451	2,631	4,601	3,912	2,487	3,136	5,482	-	-	-	39,628	42,020	(2,392)	66,430	66,430	-	26,802
3301	OASDI/Med-Cert	896	1,462	2,370	741	1,570	1,569	1,521	868	1,599	-	-	-	12,597	13,805	(1,207)	22,503	22,503	-	9,905
3302	OASDI/Med-Class	1,491	1,991	3,301	1,022	2,139	2,189	993	1,242	2,139	-	-	-	16,507	17,045	(538)	25,346	25,354	8	8,840
3401	HlthWelfareCert	1,172	13,888	29,316	4,786	298	36,241	7,188	17,694	16,767	-	-	-	127,350	135,145	(7,795)	211,287	211,287	-	83,937
3402	HlthWelfareCert	-	-	-	-	-	6,000	-	-	-	-	-	-	6,000	7,463	(1,463)	12,000	12,000	-	6,000
3501	UI-Certificated	-	369	143	256	-	(120)	-	208	(164)	-	-	-	691	812	(121)	678	678	-	(13)
3502	UI-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	19	(19)	79	79	-	79
3601	WorkersCmp-Cert	2,358	786	786	786	3,861	13,226	(11,654)	786	786	-	-	-	11,721	11,926	(205)	15,000	15,000	-	3,279
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3902	OthBenes-Class	-	-	-	-	-	-	14	0	-	-	-	-	14	12	2	7	7	-	(7)
	SUBTOTAL - Employee Benefits	**16,170**	**40,760**	**70,173**	**20,243**	**30,511**	**82,124**	**18,798**	**34,249**	**45,284**	**-**	**-**	**-**	**358,310**	**375,551**	**(17,241)**	**569,378**	**566,578**	**(2,800)**	**211,068**
Books & Supplies																				
4100	Text&CoreCurric	-	-	21,635	1,956	894	-	-	31,596	-	-	-	-	56,081	56,305	(224)	57,000	57,000	-	919
4200	BooksOthRefMats	-	-	493	-	82	250	-	425	-	-	-	-	1,250	1,677	(427)	3,000	3,000	-	1,750
4310	Ins Mats & Sups	-	-	-	-	-	1,041	-	10,711	(8,767)	-	-	-	2,986	15,386	(12,400)	26,649	26,649	-	23,663
4315	OthrSupplies	-	-	-	-	-	-	724	-	-	-	-	-	724	839	(116)	1,198	1,198	-	474
4320	Office Supplies	58	280	(20,646)	1,468	23,650	87	8	1,729	154	-	-	-	6,789	7,797	(1,008)	11,400	23,400	12,000	4,611
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	2,743	-	3,830	1,080	9,200	3,463	-	4,730	6,684	-	-	-	31,729	27,159	4,570	33,713	33,713	-	1,984
4345	NonInstStdntSup	-	-	-	-	144	1,659	482	364	1,316	-	-	-	3,965	3,514	451	6,197	17,697	11,500	2,232
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	244	(244)	1,000	1,000	-	1,000
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	1,178	(1,178)	4,829	4,829	-	4,829
4410	ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	95	-	-	-	95	488	(393)	2,000	2,000	-	1,905
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	244	(244)	1,000	1,000	-	1,000
4440	Computers <$5k	-	-	-	-	-	-	(75)	-	-	-	-	-	(75)	(57)	(18)	-	-	-	75
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	3,968	11,794	-	-	24,364	3,580	-	-	-	43,706	51,071	(7,365)	85,000	85,000	-	41,294
4720	Food:Other Food	-	-	251	-	317	214	-	54	685	-	-	-	1,521	1,718	(196)	4,450	4,450	-	2,929
4990	PY Expense Adj	-	-	-	-	-	(7,232)	(8,168)	-	-	-	-	-	(15,400)	(11,644)	(3,756)	-	-	-	15,400
4999	Misc Expenditure (Suspense)	3,630	109	1,921	-	1,989	-	-	(7,506)	599	-	-	-	742	108	633	-	-	-	(742)
	SUBTOTAL - Books and Supplies	**6,431**	**389**	**7,484**	**8,473**	**48,070**	**(518)**	**(7,029)**	**66,468**	**4,345**	**-**	**-**	**-**	**134,113**	**156,028**	**(21,915)**	**237,437**	**260,937**	**23,500**	**103,324**

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5100	CMO Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5101	CMO Fees	13,986	13,986	13,986	-	27,973	51,476	51,476	51,476	51,476	-	-	-	275,835	274,580	1,256	430,263	430,263	-	154,427
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	488	(488)	2,000	2,000	-	2,000
5210	MilesParkTolls	-	-	-	-	-	-	-	914	-	-	-	-	914	799	115	443	443	-	(471)
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	244	(244)	1,000	1,000	-	1,000
5220	TraLodging	-	-	-	-	-	-	-	-	49	-	-	-	49	-	49	-	-	-	(49)
5300	DuesMemberships	-	-	-	-	-	-	2,702	1,670	-	-	-	-	4,372	4,550	(178)	5,100	5,100	-	728
5450	Other Insurance	1,809	603	603	603	2,962	1,809	(603)	603	603	-	-	-	8,992	8,782	210	10,000	10,000	-	1,008
5500	OpsHousekeeping	-	-	-	-	-	-	-	-	-	-	-	-	-	146	(146)	600	600	-	600
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	15,345	15,732	15,345	79,416	15,345	15,345	15,345	15,345	30,728	-	-	-	217,945	202,188	15,758	248,597	248,597	-	30,651
5620	EquipmentLeases	435	323	1,161	562	1,132	681	578	1,024	261	-	-	-	6,158	6,897	(739)	10,000	10,000	-	3,842
5630	Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5800	ProfessServices	1,377	1,987	1,213	-	700	12,109	3,000	3,601	24	-	-	-	24,011	26,621	(2,610)	34,787	34,787	-	10,776
5810	Legal	-	-	-	49	-	-	-	554	-	-	-	-	603	2,800	(2,197)	9,613	9,613	-	9,010
5811	Property Tax Refund	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	9,590	3,324	3,197	3,197	3,197	3,197	3,197	-	-	-	28,898	28,046	852	35,315	35,315	-	6,417
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-	-	-	488	(488)	2,000	2,000	-	2,000
5819	SchlProgs-Other	-	-	-	60	120	82	-	-	-	-	-	-	262	1,113	(851)	3,750	3,750	-	3,488
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	2,033	(2,033)	8,334	8,334	-	8,334
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	-	1,249	1,058	485	2,114	2,863	-	-	-	7,768	6,246	1,523	10,400	10,400	-	2,632
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	-	197	-	-	-	-	-	-	-	197	2,344	(2,147)	9,000	9,000	-	8,803
5850	Oversight Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	6,357	(6,357)	26,063	26,063	-	26,063
5857	Payroll Fees	1,056	979	979	1,002	1,025	1,049	1,555	750	1,089	-	-	-	9,482	8,794	688	10,038	10,038	-	556
5860	Service Fees	0	109	29	-	-	-	-	-	107	-	-	-	245	592	(347)	2,000	2,000	-	1,755
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	2,439	(2,439)	10,000	10,000	-	10,000
5863	Prof Developmnt	-	-	-	1,033	125	748	(185)	350	-	-	-	-	2,071	4,403	(2,333)	11,635	6,635	(5,000)	9,565
5864	Prof Dev-Other	-	-	-	-	277	379	-	161	-	-	-	-	817	3,429	(2,612)	11,525	14,525	3,000	10,708
5869	SpEd Ctrct Inst	-	-	-	700	1,553	4,331	-	4,856	-	-	-	-	11,439	14,190	(2,751)	22,717	22,717	-	11,277
5870	Livescan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	1,463	(1,463)	6,000	6,000	-	6,000
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	4,855	5,019	5,013	5,466	2,920	4,265	2,636	-	-	-	30,174	33,017	(2,842)	50,000	50,000	-	19,826
5890	OthSvcsNon-Inst	-	500	-	-	132	-	-	-	-	-	-	-	632	1,667	(1,035)	4,875	4,875	-	4,243
5900	Communications	-	-	-	-	-	-	-	-	1,235	-	-	-	1,235	7,317	(6,082)	30,000	30,000	-	28,765
5920	TelecomInternet	534	538	536	613	624	619	619	613	615	-	-	-	5,311	9,731	(4,420)	25,340	25,340	-	20,029
5930	PostageDelivery	224	403	48	31	403	302	-	251	-	-	-	-	1,660	1,987	(327)	3,000	3,000	-	1,340
5940	Technology	-	274	2,539	274	436	274	274	274	291	-	-	-	4,635	11,584	(6,948)	34,025	34,025	-	29,390
5990	PY Expense Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**34,766**	**35,433**	**50,885**	**92,685**	**62,462**	**98,923**	**81,361**	**92,018**	**95,175**	**-**	**-**	**-**	**643,707**	**675,334**	**(31,627)**	**1,068,418**	**1,066,418**	**(2,000)**	**424,711**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	(1)	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
6900	Depreciation	1,465	1,465	1,465	1,465	4,037	1,979	1,529	1,419	2,438	-	-	-	17,261	15,496	1,766	17,579	17,579	-	318
	SUBTOTAL - Capital Outlay & Depreciation	**1,465**	**1,465**	**1,464**	**1,465**	**4,038**	**1,979**	**1,529**	**1,419**	**2,438**	**-**	**-**	**-**	**17,261**	**15,496**	**1,766**	**17,579**	**17,579**	**-**	**318**
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL EXPENSES		**140,125**	**205,094**	**336,830**	**187,423**	**281,461**	**310,563**	**211,748**	**271,143**	**285,599**	**-**	**-**	**-**	**2,229,986**	**2,319,849**	**(89,863)**	**3,483,784**	**3,503,784**	**20,000**	**1,253,799**

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-5	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**1,987,156**	**2,002,380**	**1,996,389**	**1,781,043**	**1,971,949**	**1,900,822**	**1,779,252**	**1,947,184**	**2,023,757**	**2,242,098**	**2,171,653**	**2,101,209**	**2,030,764**	
Revenue														
LCFF Entitlement	35,397	153,189	127,040	329,376	190,917	143,720	244,643	320,707	693,640	258,476	258,476	258,476	302,988	**3,317,045**
Federal Revenue	-	-	-	31,776	2,136	-	56,964	-	-	11,382	11,382	11,382	1,138	**126,161**
Other State Revenues	6,061	6,061	10,910	25,080	10,910	37,641	34,018	18,480	29,064	31,088	31,088	31,088	7,780	**279,269**
Other Local Revenues	-	-	-	618	690	(10,455)	(63,028)	2,617	-	(1,095)	(1,095)	(1,095)	(109)	**(72,951)**
Total Revenue	**41,458**	**159,250**	**137,950**	**386,850**	**204,653**	**170,907**	**272,597**	**341,804**	**722,704**	**299,852**	**299,852**	**299,852**	**311,796**	**3,649,524**
Expenses														
Certificated Salaries	61,809	101,017	163,679	51,202	108,425	108,388	105,066	59,932	110,391	145,501	145,501	145,501	15,750	**1,322,163**
Classified Salaries	19,485	26,031	43,145	13,355	27,955	19,667	12,023	17,059	27,967	13,702	13,702	13,702	1,470	**249,262**
Benefits	16,170	40,760	70,173	20,243	30,511	82,124	18,798	34,249	45,284	62,525	62,525	62,525	3,452	**549,337**
Books and Supplies	6,431	389	7,484	8,473	48,070	(518)	(7,029)	66,468	4,345	26,261	26,261	26,261	26,126	**239,021**
Services and Operations	34,766	35,433	50,885	92,685	62,462	98,923	81,361	92,018	95,175	126,801	126,801	126,801	10,680	**1,034,792**
Depreciation / Cap Outlay	1,465	1,465	1,464	1,465	4,038	1,979	1,529	1,419	2,438	672	672	672	67	**19,345**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**140,125**	**205,094**	**336,830**	**187,423**	**281,461**	**310,563**	**211,748**	**271,143**	**285,599**	**375,463**	**375,463**	**375,463**	**57,546**	**3,413,921**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	237,427	81,429												**318,856**
Accounts Receivable - Current Year														**-**
Other Assets/Accrual Adj	15,346	15,453	36,903	(14,479)	(2,851)	(44,477)	101,060		(225,695)					**(118,741)**
Fixed Assets - Depreciation Addback	1,465	1,465	1,464	1,465	4,038	1,979	1,529	1,419	2,438	672	672	672		**19,278**
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)			-		-	-	-	-	-	-	-	-		**-**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**113,891**	**39,853**	**(16,466)**	**(8,520)**	**5,680**	**18,086**	**107,083**	**5,913**	**(218,764)**	**5,166**	**5,166**	**5,166**		**62,255**
Total Change in Cash	**15,224**	**(5,991)**	**(215,346)**	**190,907**	**(71,127)**	**(121,570)**	**167,932**	**76,573**	**218,341**	**(70,445)**	**(70,445)**	**(70,445)**		**297,858**
ENDING CASH	**2,002,380**	**1,996,389**	**1,781,043**	**1,971,949**	**1,900,822**	**1,779,252**	**1,947,184**	**2,023,757**	**2,242,098**	**2,171,653**	**2,101,209**	**2,030,764**		<<< = 217 days cash



MSA-6 Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($209,011).
This is an decrease of ($17,777) from the original July Budget projected deficit of ($191,234).
This will allow MSA-6 to end this fiscal year with a balance of $1,605,278, which is 85.2% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.
The lowest projected ending cash balance this fiscal year is $1,597,194, which represents 322 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 $2,223, 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 $0 lower 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 $0 lower 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 $8,234 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 $0 higher than in the the July Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of $20,000, or 1.1% 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 ($0) 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 $22,000 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 $0 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 updated depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Projected Average Daily Attendance:																128	128	-	
SUMMARY																			
Revenue																			
LCFF Entitlement	22,756	95,475	75,946	174,297	112,426	112,426	116,596	135,183	148,963	-	-	-	994,068	1,096,971	(102,903)	1,353,622	1,353,622	-	73%
Federal Revenue	2,337	3,669	2,437	20,603	6,037	2,437	35,013	4,264	-	-	-	-	76,797	83,891	(7,094)	105,881	105,881	-	73%
Other State Revenues	5,317	10,622	7,084	25,171	7,084	9,598	35,739	12,397	-	-	-	-	113,010	134,077	(21,066)	199,382	201,605	2,223	56%
Other Local Revenues	-	1,948	-	-	-	(45,262)	33,826	42,750	-	-	-	-	33,261	38,072	(4,810)	13,296	13,296	0	250%
Total Revenue	**30,410**	**111,714**	**85,467**	**220,071**	**125,547**	**79,199**	**221,173**	**194,594**	**148,963**	**-**	**-**	**-**	**1,217,137**	**1,353,010**	**(135,873)**	**1,672,181**	**1,674,404**	**2,223**	**73%**
Expenditures																			
Certificated Salaries	51,104	54,048	62,752	56,060	56,608	56,578	56,328	28,614	56,568	-	-	-	478,660	489,769	(11,109)	699,566	699,119	(447)	68%
Classified Salaries	11,897	12,433	15,644	15,169	13,982	13,148	7,771	9,537	11,381	-	-	-	110,962	119,805	(8,843)	182,499	182,893	394	61%
Benefits	10,055	21,316	29,023	24,208	15,826	31,373	21,241	17,985	22,748	-	-	-	193,776	205,695	(11,919)	313,162	313,215	53	62%
Books and Supplies	5,855	30,429	4,340	13,505	26,001	4,276	(8,801)	3,327	512	-	-	-	79,444	92,438	(12,994)	134,307	154,307	20,000	51%
Services and Operating Exp.	10,883	25,234	46,616	28,872	58,316	35,833	35,433	33,356	32,141	-	-	-	306,685	334,331	(27,647)	519,673	519,673	-	59%
Depreciation & Cap Outlay	-	-	-	-	-	-	-	-	2,075	-	-	-	2,075	3,465	(1,390)	14,208	14,208	-	15%
Other Outflows	1,426	2,858	1,904	1,904	1,904	1,904	(11,901)	-	-	-	-	-	(0)	(0)	(0)	-	-	-	-
Total Expenditures	**91,221**	**146,318**	**160,280**	**139,719**	**172,637**	**143,112**	**100,070**	**92,820**	**125,425**	**-**	**-**	**-**	**1,171,602**	**1,245,504**	**(73,901)**	**1,863,415**	**1,883,415**	**20,000**	**62%**
Net Revenues													**45,535**	**107,506**	**(61,971)**	**(191,234)**	**(209,011)**	**(17,777)**	

Fund Balance		
Beginning Balance (Audited)	1,814,289	
Net Revenues	(209,011)	
Ending Fund Balance	**1,605,278**	
Components of Fund Bal.		
Available For Econ. Uncert.	1,542,737	81.9% of Expenditures
Restricted Balances (Est.)	40,071	2.1% of Expenditures
Net Fixed Assets	22,471	1.2% of Expenditures
Ending Fund Balance	**1,605,278**	**85.2% of Expenditures**

DELTA MANAGED S

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget

REVENUE DETAIL		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Actual YTD	Budget YTD	Variance	Second Interim 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	82,085	82,085	109,252	-	-	-	610,883	665,801	(54,918)	821,490	821,490	-	210,607
8012	EPA Entitlement	-	-	-	61,870	-	-	61,870	-	39,018	-	-	-	162,758	185,610	(22,852)	206,513	206,513	-	43,755
8019	Prior Year Adjustments	-	4,360	-	-	-	-	(57,701)	-	693	-	-	-	(52,648)	(40,331)	(12,317)	-	-	-	52,648
8096	InLieuPropTaxes	22,756	45,512	30,343	30,342	30,341	30,341	30,342	53,098	-	-	-	-	273,075	285,891	(12,816)	325,619	325,619	-	52,544
	SUBTOTAL - LCFF Entitlement	**22,756**	**95,475**	**75,946**	**174,297**	**112,426**	**112,426**	**116,596**	**135,183**	**148,963**	**-**	**-**	**-**	**994,068**	**1,096,971**	**(102,903)**	**1,353,622**	**1,353,622**	**-**	**359,554**
Federal Revenue																				
8181	SpEd - Revenue	1,814	3,669	2,437	2,437	2,437	2,437	2,437	4,264	-	-	-	-	21,932	24,577	(2,645)	32,777	32,777	-	10,846
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	All Other Federal Revenue	523	-	-	18,166	3,600	-	32,576	-	-	-	-	-	54,865	59,314	(4,448)	73,104	73,104	-	18,239
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Federal Revenue	**2,337**	**3,669**	**2,437**	**20,603**	**6,037**	**2,437**	**35,013**	**4,264**	**-**	**-**	**-**	**-**	**76,797**	**83,891**	**(7,094)**	**105,881**	**105,881**	**-**	**29,084**
Other State Revenue																				
8311	SpEd Revenue	5,317	10,622	7,084	16,346	7,084	7,084	7,084	12,397	-	-	-	-	73,017	75,606	(2,589)	83,631	83,631	-	10,614
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	-	2,514	-	-	-	-	-	-	2,514	2,514	-	2,514	2,514	-	-
8560	StateLotteryRev	-	-	-	8,825	-	-	7,280	-	-	-	-	-	16,105	18,942	(2,837)	27,738	27,738	-	11,633
8590	AllOthStateRev	-	-	-	-	-	-	21,375	-	-	-	-	-	21,375	37,015	(15,640)	85,500	87,723	2,223	64,125
8595	State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other State Revenue	**5,317**	**10,622**	**7,084**	**25,171**	**7,084**	**9,598**	**35,739**	**12,397**	**-**	**-**	**-**	**-**	**113,010**	**134,077**	**(21,066)**	**199,382**	**201,605**	**2,223**	**86,372**
Local Revenue																				
8600	Other Local Rev	-	-	-	-	-	21,375	(21,375)	42,750	-	-	-	-	42,750	32,323	10,427	-	-	-	(42,750)
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690	OthLocal-Suspense	-	-	-	-	-	(68,003)	68,003	-	-	-	-	-	-	-	-	-	-	-	-
8695	PY Rev Adj	-	-	-	-	-	-	(12,802)	-	-	-	-	-	(12,802)	-	(12,802)	-	-	-	12,802
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)	-	-	-	-	-	-	(0)	0	(0)	(0)	0	(0)
8999	Misc Revenue (Suspense)	-	-	-	-	-	1,366	(1,366)	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Local Revenue	**-**	**1,948**	**-**	**-**	**-**	**(45,262)**	**30,512**	**42,750**	**-**	**-**	**-**	**-**	**29,948**	**32,323**	**(2,375)**	**(0)**	**(0)**	**0**	**(29,948)**
Fundraising & Grants																				
8802	Donations - Private	-	-	-	-	-	-	491	-	-	-	-	-	491	371	120	-	-	-	(491)
8803	Fundraising	-	-	-	-	-	-	2,823	-	-	-	-	-	2,823	5,377	(2,554)	13,296	13,296	-	10,473
	SUBTOTAL - Fundraising & Grants	**-**	**-**	**-**	**-**	**-**	**-**	**3,314**	**-**	**-**	**-**	**-**	**-**	**3,314**	**5,748**	**(2,435)**	**13,296**	**13,296**	**-**	**9,982**
TOTAL REVENUE		**30,410**	**111,714**	**85,467**	**220,071**	**125,547**	**79,199**	**221,173**	**194,594**	**148,963**	**-**	**-**	**-**	**1,217,137**	**1,353,010**	**(135,873)**	**1,672,181**	**1,674,404**	**2,223**	**455,044**
EXPENSES																				
Certificated Salaries																				
1100	TeacherSalaries	28,000	38,944	47,648	40,906	39,774	39,744	39,494	20,197	39,584	-	-	-	334,291	346,551	(12,260)	507,268	506,821	(447)	172,977
1300	Cert Adminis	23,104	15,104	15,104	15,154	16,834	16,834	16,834	8,417	16,984	-	-	-	144,369	143,217	1,152	192,298	192,298	-	47,929
	SUBTOTAL - Certificated Salaries	**51,104**	**54,048**	**62,752**	**56,060**	**56,608**	**56,578**	**56,328**	**28,614**	**56,568**	**-**	**-**	**-**	**478,660**	**489,769**	**(11,109)**	**699,566**	**699,119**	**(447)**	**220,906**

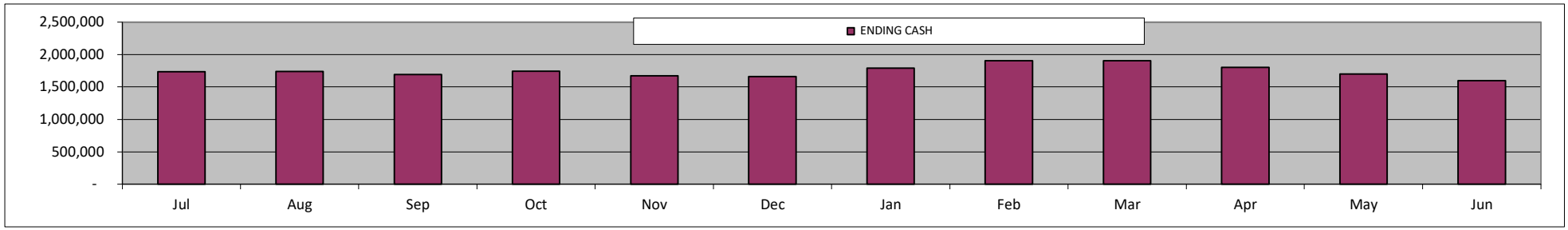
March 2020 Monthly Update Actuals through March 31, 2020)		Year To Date															Annual Budget			
MSA 6		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	-	399	2,478	11,369	2,428	2,096	9,163	1,935	2,149	-	-	-	32,016	38,167	(6,151)	63,898	63,898	-	31,881
2200	Classified Support	-	6,304	8,526	(2,072)	4,972	4,904	(7,536)	3,598	1,915	-	-	-	20,611	21,499	(888)	30,188	30,582	394	9,577
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	4,701	4,160	4,640	14,638	6,583	6,148	6,144	4,005	7,317	-	-	-	58,335	60,139	(1,804)	88,413	88,413	-	30,078
2900	OtherClassStaff	7,196	1,570	-	(8,766)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Classified Salaries	**11,897**	**12,433**	**15,644**	**15,169**	**13,982**	**13,148**	**7,771**	**9,537**	**11,381**	**-**	**-**	**-**	**110,962**	**119,805**	**(8,843)**	**182,499**	**182,893**	**394**	**71,536**
Employee Benefits																				
3101	STRS-Certified	3,623	9,197	9,329	9,920	9,557	9,328	9,336	4,745	9,319	-	-	-	74,355	78,642	(4,287)	120,821	120,821	-	46,466
3102	STRS-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	2,512	2,162	2,903	2,786	2,412	2,486	140	1,680	2,086	-	-	-	19,168	21,482	(2,314)	35,125	35,125	-	15,957
3301	OASDI/Med-Cert	739	780	905	808	816	816	812	413	816	-	-	-	6,906	7,289	(383)	11,006	11,006	-	4,100
3302	OASDI/Med-Class	910	951	1,193	1,157	1,066	1,002	63	726	869	-	-	-	7,939	8,597	(658)	13,330	13,383	53	5,391
3401	HlthWelfareCert	580	7,414	13,991	8,732	1,254	17,041	10,183	8,803	8,957	-	-	-	76,953	80,680	(3,727)	120,000	120,000	-	43,047
3402	HlthWelfareCert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3501	UI-Certificated	-	109	-	104	-	-	-	915	-	-	-	-	1,128	965	164	457	457	-	(671)
3502	UI-Classified	(413)	-	-	-	-	-	-	-	-	-	-	-	(413)	(212)	(201)	413	413	-	826
3601	WorkersCmp-Cert	2,104	701	701	701	721	701	701	701	701	-	-	-	7,732	7,368	364	8,412	8,412	-	680
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	878	(878)	3,598	3,598	-	3,598
3902	OthBenes-Class	-	-	-	-	-	-	5	2	-	-	-	-	7	5	2	-	-	-	(7)
	SUBTOTAL - Employee Benefits	**10,055**	**21,316**	**29,023**	**24,208**	**15,826**	**31,373**	**21,241**	**17,985**	**22,748**	**-**	**-**	**-**	**193,776**	**205,695**	**(11,919)**	**313,162**	**313,215**	**53**	**119,386**
Books & Supplies																				
4100	Text&CoreCurric	-	29,249	2,589	1,920	1,490	-	-	-	-	-	-	-	35,247	35,258	(10)	35,290	35,290	-	43
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-	293	(293)	1,200	1,200	-	1,200
4310	Ins Mats & Sups	3,243	-	-	-	-	51	548	834	-	-	-	-	4,677	9,665	(4,988)	25,129	25,129	-	20,452
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	38	100	-	389	520	294	396	866	271	-	-	-	2,876	4,896	(2,020)	12,000	22,000	10,000	9,124
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	488	(488)	2,000	2,000	-	2,000
4340	Educat Software	-	720	1,688	-	10,750	-	-	-	-	-	-	-	13,158	13,712	(554)	15,429	15,429	-	2,271
4345	NonInstStdntSup	-	-	-	-	-	1,099	-	-	-	-	-	-	1,099	1,099	-	1,099	11,099	10,000	-
4346	TeacherSupplies	-	-	-	(86)	552	1,653	-	-	-	-	-	-	2,120	2,822	(703)	5,000	5,000	-	2,880
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	24	(24)	100	100	-	100
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	451	(451)	1,850	1,850	-	1,850
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	4,195	(4,195)	17,200	-	(17,200)	17,200
4410	ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	488	(488)	2,000	2,000	-	2,000
4430	OffceFurnEqp<5k	652	-	-	-	50	-	-	-	-	-	-	-	702	1,262	(561)	3,000	3,000	-	2,298
4440	Computers <$5k	-	-	-	-	-	-	69	-	-	-	-	-	69	2,457	(2,388)	9,861	9,861	-	9,792
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	10,063	-	(10,063)	-	-	-	-	-	(0)	(0)	(0)	-	17,200	17,200	0
4710	Food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	-	360	-	-	281	135	249	60	241	-	-	-	1,327	1,589	(263)	3,150	3,150	-	1,823
4990	PY Expense Adj	-	-	-	3,111	-	1,043	-	-	-	-	-	-	4,154	3,141	1,013	-	-	-	(4,154)
4999	Misc Expenditure (Suspense)	1,921	-	64	8,171	2,294	-	-	1,568	-	-	-	-	14,017	10,599	3,419	-	-	-	(14,017)
	SUBTOTAL - Books and Supplies	**5,855**	**30,429**	**4,340**	**13,505**	**26,001**	**4,276**	**(8,801)**	**3,327**	**512**	**-**	**-**	**-**	**79,444**	**92,438**	**(12,994)**	**134,307**	**154,307**	**20,000**	**54,863**

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5100	CMO Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5101	CMO Fees	5,595	5,595	5,595	-	11,189	1,382	1,382	1,382	1,382	-	-	-	33,501	33,468	34	37,648	37,648	-	4,146
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	36	-	-	83	-	-	-	23	-	-	-	142	629	(487)	2,209	2,209	-	2,067
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	244	(244)	1,000	1,000	-	1,000
5220	TraLodging	-	-	-	210	-	-	240	89	-	-	-	-	539	1,095	(556)	2,820	2,820	-	2,281
5300	DuesMemberships	-	-	-	1,832	33	1,550	-	-	-	-	-	-	3,415	3,411	4	3,400	3,400	-	(15)
5450	Other Insurance	1,821	607	607	607	629	607	607	607	607	-	-	-	6,699	6,557	142	8,000	8,000	-	1,301
5500	OpsHousekeeping	-	157	183	(197)	-	2,361	-	1,055	700	-	-	-	4,260	3,907	352	4,985	4,985	-	725
5510	Gas & Electric	-	376	518	681	644	1,194	1,517	1,354	573	-	-	-	6,857	6,824	33	8,500	8,500	-	1,643
5610	Rent & Leases	-	-	28,500	-	28,500	9,500	9,500	9,500	9,500	-	-	-	95,000	92,451	2,549	114,000	114,000	-	19,000
5620	EquipmentLeases	-	300	812	214	416	377	480	1,131	329	-	-	-	4,060	4,040	19	5,000	5,000	-	940
5630	Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5800	ProfessServices	-	8,128	-	8,200	4,940	736	4,331	3,400	7,850	-	-	-	37,585	42,504	(4,919)	82,088	82,088	-	44,502
5810	Legal	-	-	3,713	-	-	-	-	1,149	-	-	-	-	4,861	8,553	(3,692)	20,000	20,000	-	15,139
5811	Property Tax Refund	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-	-	-	244	(244)	1,000	1,000	-	1,000
5819	SchlProgs-Other	-	-	-	-	-	-	-	-	50	-	-	-	50	244	(194)	1,000	1,000	-	950
5820	Audit & CPA	-	-	175	(700)	-	-	-	-	-	-	-	-	(525)	767	(1,292)	4,774	4,774	-	5,299
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	50	1,693	-	-	1,038	1,398	-	-	-	4,179	6,931	(2,752)	19,796	19,796	-	15,617
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	1,879	-	6,270	7,154	-	-	-	-	-	-	-	15,303	16,448	(1,146)	20,000	20,000	-	4,697
5850	Oversight Fees	894	1,788	1,192	1,192	1,193	1,192	1,192	2,086	-	-	-	-	10,729	12,024	(1,295)	16,039	16,039	-	5,310
5857	Payroll Fees	1,140	666	718	292	679	679	1,068	548	690	-	-	-	6,478	7,567	(1,089)	13,082	13,082	-	6,604
5860	Service Fees	-	-	-	-	244	-	-	-	16	-	-	-	260	314	(54)	530	530	-	270
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	568	-	348	-	-	-	-	-	-	-	-	916	936	(21)	1,000	1,000	-	84
5864	Prof Dev-Other	-	-	-	1,377	-	4,000	-	-	103	-	-	-	5,480	7,001	(1,521)	12,034	12,034	-	6,555
5869	SpEd Ctrct Inst	-	-	867	5,392	-	6,468	-	1,791	4,825	-	-	-	19,343	18,167	1,175	29,481	29,481	-	10,139
5870	Livescan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	13,805	3,332	-	-	-	-	17,137	18,715	(1,578)	23,607	23,607	-	6,470
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	-	1,946	-	3,886	-	3,745	3,348	-	-	-	12,925	15,290	(2,365)	33,000	33,000	-	20,075
5890	OthSvcsNon-Inst	1,029	-	-	-	-	-	-	-	-	-	-	-	1,029	1,193	(164)	1,700	1,700	-	671
5900	Communications	239	-	-	-	-	-	780	-	-	-	-	-	1,019	1,746	(727)	4,000	4,000	-	2,981
5920	TelecomInternet	166	884	884	885	645	1,124	258	-	474	-	-	-	5,319	9,683	(4,364)	24,680	24,680	-	19,361
5930	PostageDelivery	-	-	1,009	-	-	504	-	382	-	-	-	-	1,894	2,651	(758)	5,000	5,000	-	3,106
5940	Technology	-	4,250	1,845	274	274	274	274	769	274	-	-	-	8,233	10,725	(2,492)	19,300	19,300	-	11,068
5990	PY Expense Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**10,883**	**25,234**	**46,616**	**28,872**	**58,316**	**35,833**	**35,433**	**33,356**	**32,141**	**-**	**-**	**-**	**306,685**	**334,331**	**(27,647)**	**519,673**	**519,673**	**-**	**212,988**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
6900	Depreciation	-	-	-	-	-	-	-	-	2,075	-	-	-	2,075	3,465	(1,390)	14,208	14,208	-	12,133
	SUBTOTAL - Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	2,075	-	-	-	2,075	3,465	(1,390)	14,208	14,208	-	12,133
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	1,426	2,858	1,904	1,904	1,904	1,904	(11,901)	-	-	-	-	-	(0)	(0)	(0)	-	-	-	0
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	1,426	2,858	1,904	1,904	1,904	1,904	(11,901)	-	-	-	-	-	(0)	(0)	(0)	-	-	-	0
TOTAL EXPENSES		91,221	146,318	160,280	139,719	172,637	143,112	100,070	92,820	125,425	-	-	-	1,171,602	1,245,504	(73,901)	1,863,415	1,883,415	20,000	691,812

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-6	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**1,719,960**	**1,735,706**	**1,739,335**	**1,692,491**	**1,744,543**	**1,671,501**	**1,661,393**	**1,792,657**	**1,902,795**	**1,904,939**	**1,802,357**	**1,699,776**	**1,597,194**	
Revenue														
LCFF Entitlement	22,756	95,475	75,946	174,297	112,426	112,426	116,596	135,183	148,963	64,748	64,748	64,748	62,407	**1,250,719**
Federal Revenue	2,337	3,669	2,437	20,603	6,037	2,437	35,013	4,264	-	7,094	7,094	7,094	709	**98,787**
Other State Revenues	5,317	10,622	7,084	25,171	7,084	9,598	35,739	12,397	-	21,066	21,066	21,066	4,330	**180,539**
Other Local Revenues	-	1,948	-	-	-	(45,262)	33,826	42,750	-	(7,992)	(7,992)	(7,992)	(799)	**8,486**
Total Revenue	**30,410**	**111,714**	**85,467**	**220,071**	**125,547**	**79,199**	**221,173**	**194,594**	**148,963**	**84,916**	**84,916**	**84,916**	**66,647**	1,538,532
Expenses														
Certificated Salaries	51,104	54,048	62,752	56,060	56,608	56,578	56,328	28,614	56,568	67,677	67,677	67,677	6,321	**688,011**
Classified Salaries	11,897	12,433	15,644	15,169	13,982	13,148	7,771	9,537	11,381	20,224	20,224	20,224	2,416	**174,050**
Benefits	10,055	21,316	29,023	24,208	15,826	31,373	21,241	17,985	22,748	34,667	34,667	34,667	3,520	**301,296**
Books and Supplies	5,855	30,429	4,340	13,505	26,001	4,276	(8,801)	3,327	512	13,506	13,506	13,506	21,351	**141,313**
Services and Operations	10,883	25,234	46,616	28,872	58,316	35,833	35,433	33,356	32,141	59,788	59,788	59,788	5,979	**492,026**
Depreciation / Cap Outlay	-	-	-	-	-	-	-	-	2,075	3,465	3,465	3,465	347	**12,818**
Other Outflows	1,426	2,858	1,904	1,904	1,904	1,904	(11,901)	-	-	0	0	0	0	**(0)**
Total Expenses	**91,221**	**146,318**	**160,280**	**139,719**	**172,637**	**143,112**	**100,070**	**92,820**	**125,425**	**199,326**	**199,326**	**199,326**	**39,933**	1,809,513
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	132,280	46,304												**178,583**
Accounts Receivable - Current Year														**-**
Other Assets/Accrual Adj	(523)	(0)	0	(36,663)	(34,315)	102,416	1,797		(31,832)					**880**
Fixed Assets - Depreciation Addback	-	-	-	-	-	-	-	-	2,075	3,465	3,465	3,465		**12,471**
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	**76,557**	**38,233**	**27,969**	**(28,300)**	**(25,952)**	**53,806**	**10,161**	**8,363**	**(21,394)**	**11,829**	**11,829**	**11,829**		174,930
Total Change in Cash	**15,746**	**3,629**	**(46,844)**	**52,052**	**(73,042)**	**(10,108)**	**131,264**	**110,138**	**2,144**	**(102,582)**	**(102,582)**	**(102,582)**		**(96,051)**
ENDING CASH	**1,735,706**	**1,739,335**	**1,692,491**	**1,744,543**	**1,671,501**	**1,661,393**	**1,792,657**	**1,902,795**	**1,904,939**	**1,802,357**	**1,699,776**	**1,597,194**		<<< = 322 days cash



MSA-7 Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget surplus of $189,022.
This is an decrease of ($15,087) from the original July Budget projected surplus of $204,109.
This will allow MSA-7 to end this fiscal year with a balance of $1,731,663, which is 46.5% 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 $531,326, which represents 53 days of operating costs on average.
This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = increase of $4,855, 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 $0 lower 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 $0 lower 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 $8,234 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 $0 lower than in the the July Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of $19,942, 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 ($3,058) 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 $22,000 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 $0 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 $350k in capital improvements.

DMS
DELTA MANAGED SOLUTIONS

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Projected Average Daily Attendance:																279	279	-	
SUMMARY																			
Revenue																			
LCFF Entitlement	41,817	179,754	141,309	319,902	209,753	209,752	319,901	251,569	523,291	-	-	-	2,197,048	2,140,039	57,010	2,963,387	2,963,387	-	74%
Federal Revenue	3,333	6,743	4,478	35,130	6,312	4,478	58,079	7,836	9,793	-	-	-	136,182	175,222	(39,040)	326,604	326,604	-	42%
Other State Revenues	9,770	19,519	13,017	53,399	13,017	133,050	(16,999)	22,780	13,932	-	-	-	261,486	405,339	(143,853)	605,400	610,255	4,855	43%
Other Local Revenues	220	977	781	3,517	853	(64,897)	46,687	108,437	1,186	-	-	-	97,762	94,905	2,857	15,756	15,756	-	620%
Total Revenue	**55,140**	**206,993**	**159,585**	**411,948**	**229,936**	**282,383**	**407,668**	**390,623**	**548,203**	**-**	**-**	**-**	**2,692,478**	**2,815,505**	**(123,026)**	**3,911,147**	**3,916,002**	**4,855**	**69%**
Expenditures																			
Certificated Salaries	78,583	87,954	94,394	94,994	96,944	101,305	97,010	50,403	100,516	-	-	-	802,104	824,723	(22,620)	1,206,444	1,205,994	(450)	67%
Classified Salaries	19,666	21,597	39,055	33,891	35,282	33,045	44,843	23,506	30,952	-	-	-	281,836	304,521	(22,686)	470,800	468,250	(2,550)	60%
Benefits	18,572	33,725	49,197	36,778	28,594	53,610	43,312	30,979	43,697	-	-	-	338,463	352,795	(14,332)	532,685	532,627	(58)	64%
Books and Supplies	(12,233)	5,374	278,018	18,376	7,854	(95,782)	(105,313)	7,077	3,191	-	-	-	106,562	108,738	(2,176)	125,376	150,091	24,715	71%
Services and Operating Exp.	71,991	80,992	136,852	61,595	164,551	104,484	134,239	102,607	113,967	-	-	-	971,277	976,376	(5,098)	1,345,478	1,343,763	(1,715)	72%
Depreciation & Cap Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	6,404	(6,404)	26,256	26,256	-	0%
Other Outflows	2,621	5,252	3,499	3,499	3,499	3,499	(21,869)	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	**179,199**	**234,894**	**601,016**	**249,132**	**336,724**	**200,161**	**192,220**	**214,572**	**292,323**	**-**	**-**	**-**	**2,500,241**	**2,573,557**	**(73,316)**	**3,707,038**	**3,726,980**	**19,942**	**67%**
Net Revenues													**192,237**	**241,948**	**(49,711)**	**204,109**	**189,022**	**(15,087)**	

Fund Balance		
Beginning Balance (Audited)	1,542,641	
Net Revenues	189,022	
Ending Fund Balance	**1,731,663**	
Components of Fund Bal.		
Available For Econ. Uncert.	1,563,045	41.9% of Expenditures
Restricted Balances (Est.)	21,838	0.6% of Expenditures
Net Fixed Assets	146,781	3.9% of Expenditures
Ending Fund Balance	**1,731,663**	**46.5% of Expenditures**

DELTA MANAGED S

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget

REVENUE DETAIL	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Actual YTD	Budget YTD	Variance	Second Interim 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	153,996	153,996	325,274	-	-	-	1,266,360	1,249,078	17,282	1,817,536	1,817,536	-	551,176
8012 EPA Entitlement	-	-	-	110,150	-	-	110,149	-	120,300	-	-	-	340,599	330,448	10,151	436,103	436,103	-	95,504
8019 Prior Year Adjustments	-	10,567	-	-	-	-	-	-	4,490	-	-	-	15,057	7,990	7,067	-	-	-	(15,057)
8096 InLieuPropTaxes	41,817	83,634	55,756	55,756	55,757	55,756	55,756	97,573	73,227	-	-	-	575,032	552,523	22,509	709,748	709,748	-	134,716
SUBTOTAL - LCFF Entitlement	**41,817**	**179,754**	**141,309**	**319,902**	**209,753**	**209,752**	**319,901**	**251,569**	**523,291**	**-**	**-**	**-**	**2,197,048**	**2,140,039**	**57,010**	**2,963,387**	**2,963,387**	**-**	**766,339**
Federal Revenue																			
8181 SpEd - Revenue	3,333	6,743	4,478	4,478	4,478	4,478	4,478	7,836	4,793	-	-	-	45,095	44,461	634	57,353	57,353	-	12,258
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	-	-	-	30,652	1,834	-	53,601	-	5,000	-	-	-	91,087	130,761	(39,674)	269,251	269,251	-	178,164
8295 Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Federal Revenue	**3,333**	**6,743**	**4,478**	**35,130**	**6,312**	**4,478**	**58,079**	**7,836**	**9,793**	**-**	**-**	**-**	**136,182**	**175,222**	**(39,040)**	**326,604**	**326,604**	**-**	**190,422**
Other State Revenue																			
8311 SpEd Revenue	9,770	19,519	13,017	21,603	13,017	13,017	13,017	22,780	13,932	-	-	-	139,674	138,661	1,013	178,711	178,711	-	39,037
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	4,619	-	-	-	-	-	-	4,619	4,619	-	4,619	4,619	-	-
8560 StateLotteryRev	-	-	-	15,416	-	-	15,685	-	-	-	-	-	31,101	38,207	(7,106)	60,237	60,237	-	29,136
8590 AllOthStateRev	-	-	-	16,380	-	115,413	47,548	-	-	-	-	-	179,342	223,852	(44,510)	361,833	366,688	4,855	182,491
8595 State Rev PY Adj	-	-	-	-	-	-	(93,250)	-	-	-	-	-	(93,250)	-	(93,250)	-	-	-	93,250
SUBTOTAL - Other State Revenue	**9,770**	**19,519**	**13,017**	**53,399**	**13,017**	**133,050**	**(16,999)**	**22,780**	**13,932**	**-**	**-**	**-**	**261,486**	**405,339**	**(143,853)**	**605,400**	**610,255**	**4,855**	**343,914**
Local Revenue																			
8600 Other Local Rev	-	-	-	-	-	47,548	(47,548)	98,197	-	-	-	-	98,197	74,247	23,950	-	-	-	(98,197)
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690 OthLocal-Suspense	-	-	-	-	-	(117,111)	117,111	10,450	-	-	-	-	10,450	7,901	2,549	-	-	-	(10,450)
8695 PY Rev Adj	-	-	-	-	-	-	(23,861)	-	-	-	-	-	(23,861)	-	(23,861)	-	-	-	23,861
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)	50	-	-	-	-	50	38	12	-	-	-	(50)
8999 Misc Revenue (Suspense)	-	-	-	-	-	129	253	(382)	-	-	-	-	(0)	(0)	-	-	-	-	0
SUBTOTAL - Local Revenue	**220**	**977**	**781**	**3,517**	**853**	**(64,897)**	**35,069**	**108,315**	**-**	**-**	**-**	**-**	**84,836**	**82,186**	**2,650**	**-**	**-**	**-**	**(84,836)**
Fundraising & Grants																			
8802 Donations - Private	-	-	-	-	-	-	2,500	-	-	-	-	-	2,500	2,378	122	2,000	2,000	-	(500)
8803 Fundraising	-	-	-	-	-	(0)	9,118	122	1,186	-	-	-	10,426	10,342	85	13,756	13,756	-	3,330
SUBTOTAL - Fundraising & Grants	**-**	**-**	**-**	**-**	**-**	**(0)**	**11,618**	**122**	**1,186**	**-**	**-**	**-**	**12,926**	**12,720**	**207**	**15,756**	**15,756**	**-**	**2,830**
TOTAL REVENUE	**55,140**	**206,993**	**159,585**	**411,948**	**229,936**	**282,383**	**407,668**	**390,623**	**548,203**	**-**	**-**	**-**	**2,692,478**	**2,815,505**	**(123,026)**	**3,911,147**	**3,916,002**	**4,855**	**1,218,669**
EXPENSES																			
Certificated Salaries																			
1100 TeacherSalaries	64,769	80,140	86,580	87,180	89,130	93,491	65,754	46,496	92,702	-	-	-	706,243	710,426	(4,184)	1,010,772	1,010,322	(450)	304,530
1300 Cert Adminis	13,814	7,814	7,814	7,814	7,814	7,814	31,256	3,907	7,814	-	-	-	95,861	114,297	(18,436)	195,672	195,672	-	99,811
SUBTOTAL - Certificated Salaries	**78,583**	**87,954**	**94,394**	**94,994**	**96,944**	**101,305**	**97,010**	**50,403**	**100,516**	**-**	**-**	**-**	**802,104**	**824,723**	**(22,620)**	**1,206,444**	**1,205,994**	**(450)**	**404,341**

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	-	5,458	15,880	34,101	21,977	19,940	32,293	14,743	18,349	-	-	-	162,740	172,644	(9,903)	260,225	257,225	(3,000)	97,484
2200	Classified Support	-	2,957	6,055	4,773	5,003	4,547	3,625	2,701	2,875	-	-	-	32,535	39,888	(7,353)	71,595	71,595	-	39,060
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	10,204	9,850	12,539	9,382	7,895	8,558	8,925	6,062	9,729	-	-	-	83,143	89,068	(5,925)	137,594	138,044	450	54,450
2900	OtherClassStaff	9,462	3,330	4,582	(14,364)	408	-	-	-	-	-	-	-	3,417	2,922	495	1,386	1,386	0	(2,031)
	SUBTOTAL - Classified Salaries	**19,666**	**21,597**	**39,055**	**33,891**	**35,282**	**33,045**	**44,843**	**23,506**	**30,952**	**-**	**-**	**-**	**281,836**	**304,521**	**(22,686)**	**470,800**	**468,250**	**(2,550)**	**188,964**
Employee Benefits																				
3101	STRS-Certified	7,694	14,572	14,520	17,677	16,619	15,196	16,563	8,606	17,163	-	-	-	128,610	132,828	(4,218)	199,108	199,108	-	70,498
3102	STRS-Classified	-	397	746	675	681	641	161	-	-	-	-	-	3,301	2,496	805	-	-	-	(3,301)
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	3,471	3,689	6,762	5,763	5,858	5,243	7,089	4,309	5,763	-	-	-	47,947	53,829	(5,883)	89,930	89,872	(58)	41,983
3301	OASDI/Med-Cert	1,139	1,274	1,367	1,376	1,404	1,467	1,405	730	1,456	-	-	-	11,619	11,803	(184)	16,887	16,887	-	5,268
3302	OASDI/Med-Class	1,504	1,508	2,704	2,361	2,445	2,295	2,836	1,798	2,368	-	-	-	19,820	20,989	(1,169)	31,955	31,955	-	12,134
3401	HlthWelfareCert	1,328	10,946	21,953	7,780	-	27,622	14,113	14,074	15,019	-	-	-	112,835	117,861	(5,026)	180,000	180,000	-	67,165
3402	HlthWelfareCert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3501	UI-Certificated	-	194	-	-	143	-	-	198	(50)	-	-	-	485	555	(70)	617	617	-	132
3502	UI-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	46	(46)	187	187	-	187
3601	WorkersCmp-Cert	3,435	1,145	1,145	1,145	1,443	1,145	1,145	1,264	1,979	-	-	-	13,846	12,387	1,458	14,000	14,000	-	154
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Employee Benefits	**18,572**	**33,725**	**49,197**	**36,778**	**28,594**	**53,610**	**43,312**	**30,979**	**43,697**	**-**	**-**	**-**	**338,463**	**352,795**	**(14,332)**	**532,685**	**532,627**	**(58)**	**194,222**
Books & Supplies																				
4100	Text&CoreCurric	-	4,083	4,487	8,942	-	-	-	-	-	-	-	-	17,512	19,338	(1,826)	25,000	25,000	-	7,488
4200	BooksOthRefMats	-	-	-	154	-	(1,610)	-	-	-	-	-	-	(1,456)	(613)	(843)	2,000	2,000	-	3,456
4310	Ins Mats & Sups	-	-	-	-	-	-	-	834	1,209	-	-	-	2,043	5,627	(3,584)	20,486	20,486	-	18,443
4315	OthrSupplies	-	-	-	256	-	-	279	-	123	-	-	-	658	630	28	925	925	-	267
4320	Office Supplies	120	180	927	852	146	650	278	2,086	852	-	-	-	6,090	6,836	(745)	11,787	21,787	10,000	5,697
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	244	(244)	1,000	1,000	-	1,000
4326	Arts&MusicSupps	-	-	-	216	-	-	-	-	-	-	-	-	216	773	(557)	2,500	2,500	-	2,284
4335	PE Supplies	-	-	-	-	-	-	570	-	-	-	-	-	570	919	(349)	2,000	2,000	-	1,430
4340	Educat Software	-	1,283	-	4,187	2,075	-	-	-	-	-	-	-	7,544	12,011	(4,467)	25,860	25,860	-	18,316
4345	NonInstStdntSup	-	-	1,640	28	-	1,124	-	-	-	-	-	-	2,792	2,871	(79)	3,114	17,614	14,500	322
4346	TeacherSupplies	-	-	1,359	911	-	-	-	-	12	-	-	-	2,282	2,448	(166)	3,000	3,000	-	718
4350	Cust. Supplies	-	-	1,363	317	-	-	-	2,153	471	-	-	-	4,305	4,908	(604)	8,240	8,240	-	3,935
4351	Yearbook	-	-	-	525	900	-	-	-	-	-	-	-	1,425	1,926	(501)	3,481	3,481	-	2,056
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	610	(610)	2,500	2,500	-	2,500
4410	ClssrmFrnEqp<5k	-	-	124	-	-	-	-	-	-	-	-	-	124	582	(458)	2,000	2,000	-	1,876
4430	OffceFurnEqp<5k	-	-	225	-	-	-	-	-	-	-	-	-	225	1,004	(779)	3,420	3,635	215	3,195
4440	Computers <$5k	-	-	-	-	-	-	-	-	290	-	-	-	290	1,268	(978)	5,200	5,200	-	4,910
4461	Fixed Asset Susp (Imp)	-	-	254,968	-	-	-	(254,968)	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	(81)	(204)	-	-	-	-	-	-	-	-	-	-	(284)	(215)	(69)	-	-	-	284
4720	Food:Other Food	-	33	1,321	(52)	-	-	-	-	-	-	-	-	1,302	1,682	(380)	2,862	2,862	-	1,560
4990	PY Expense Adj	-	-	-	-	-	(95,946)	148,563	-	-	-	-	-	52,617	39,784	12,833	-	-	-	(52,617)
4999	Misc Expenditure (Suspense)	(12,273)	-	11,604	2,039	4,734	-	(35)	2,004	234	-	-	-	8,308	6,104	2,204	-	-	-	(8,308)
	SUBTOTAL - Books and Supplies	**(12,233)**	**5,374**	**278,018**	**18,376**	**7,854**	**(95,782)**	**(105,313)**	**7,077**	**3,191**	**-**	**-**	**-**	**106,562**	**108,738**	**(2,176)**	**125,376**	**150,091**	**24,715**	**18,814**

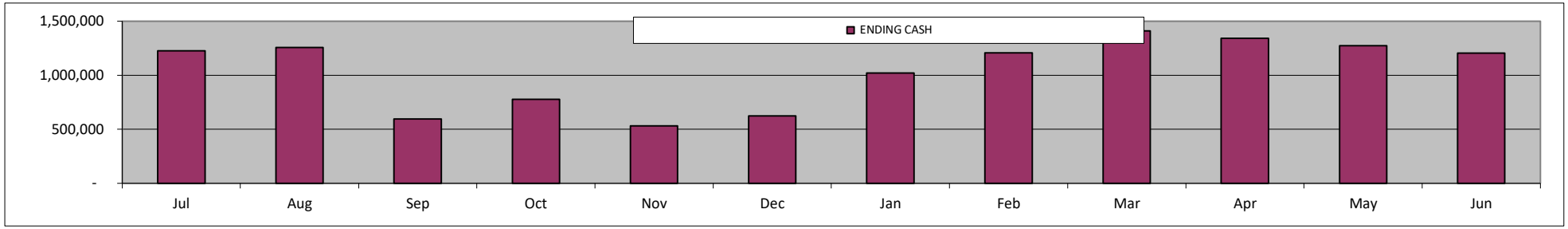
March 2020 Monthly Update Actuals through March 31, 2020)		Year To Date															Annual Budget			
MSA 7		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5100	CMO Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5101	CMO Fees	37,297	37,297	37,297	-	74,594	34,825	34,825	34,825	34,825	-	-	-	325,787	324,938	849	430,263	430,263	-	104,476
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	488	(488)	2,000	2,000	-	2,000
5210	MilesParkTolls	-	-	394	173	47	408	68	-	142	-	-	-	1,231	1,679	(448)	3,506	3,506	-	2,275
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	-	366	(366)	1,500	1,500	-	1,500
5300	DuesMemberships	-	790	-	762	-	2,880	-	-	-	-	-	-	4,432	5,302	(870)	8,000	8,000	-	3,568
5450	Other Insurance	5,836	1,945	1,945	1,945	2,957	1,945	1,945	1,826	1,111	-	-	-	21,455	21,075	381	23,340	23,340	-	1,885
5500	OpsHousekeeping	175	550	1,470	1,138	-	660	1,225	525	109	-	-	-	5,851	6,781	(929)	10,000	10,000	-	4,149
5510	Gas & Electric	-	1,284	3,485	5,288	3,802	3,872	1,920	2,619	3,083	-	-	-	25,352	31,472	(6,120)	60,000	60,000	-	34,648
5610	Rent & Leases	24,061	24,061	24,061	24,061	47,478	24,061	23,828	23,945	23,945	-	-	-	239,502	233,249	6,254	288,091	288,091	-	48,588
5620	EquipmentLeases	370	861	716	1,560	979	659	1,629	1,613	103	-	-	-	8,489	9,024	(534)	11,000	11,000	-	2,511
5630	Reps&MaintBldng	-	154	1,049	150	100	-	310	(1,315)	-	-	-	-	448	1,558	(1,110)	5,000	5,000	-	4,552
5800	ProfessServices	-	3,722	-	-	1,800	3,876	2,023	-	3,620	-	-	-	15,041	18,865	(3,824)	41,941	41,941	-	26,900
5810	Legal	-	-	-	-	-	-	-	768	-	-	-	-	768	2,044	(1,276)	6,000	6,000	-	5,233
5811	Property Tax Refund	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	53,227	17,990	17,742	17,742	17,742	17,742	18,466	-	-	-	160,651	148,832	11,819	169,438	169,438	-	8,787
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5819	SchlProgs-Other	-	-	-	-	-	-	-	-	(1,664)	-	-	-	(1,664)	3,057	(4,720)	12,532	12,532	-	14,196
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	1,707	(1,707)	7,000	7,000	-	7,000
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	457	44	-	390	557	-	440	-	-	-	1,888	2,562	(674)	6,018	4,303	(1,715)	4,130
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	886	1,261	-	-	1,768	-	-	-	-	-	3,915	4,247	(332)	5,275	5,275	-	1,360
5850	Oversight Fees	1,655	3,310	2,207	2,207	2,207	2,206	2,207	3,862	3,583	-	-	-	23,445	21,603	1,842	27,000	27,000	-	3,555
5857	Payroll Fees	(2,182)	1,068	1,434	4,145	1,105	1,129	1,727	896	1,207	-	-	-	10,529	10,707	(178)	15,000	15,000	-	4,471
5860	Service Fees	-	-	328	42	-	-	-	-	188	-	-	-	559	1,003	(444)	2,963	2,963	-	2,404
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	-	198	-	295	(295)	-	(867)	-	-	-	(670)	1,369	(2,038)	5,000	5,000	-	5,670
5864	Prof Dev-Other	4,772	-	140	150	50	49	2,246	610	-	-	-	-	8,017	10,656	(2,639)	18,837	18,837	-	10,820
5869	SpEd Ctrct Inst	-	-	-	-	6,700	6,014	11,148	2,538	15,545	-	-	-	41,945	33,706	8,239	56,354	56,354	-	14,409
5870	Livescan	-	-	-	99	-	30	-	-	-	-	-	-	129	129	-	129	129	-	-
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	25,368	6,123	3,744	-	-	-	35,236	34,943	293	45,641	45,641	-	10,405
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	3,536	-	4,235	1,768	2,650	1,768	6,012	-	-	-	19,969	20,309	(340)	40,000	40,000	-	20,031
5890	OthSvcsNon-Inst	-	-	-	-	-	1,400	350	-	-	-	-	-	1,750	1,811	(61)	2,000	2,000	-	250
5900	Communications	6	-	1,445	110	-	-	-	-	100	-	-	-	1,661	2,156	(495)	4,000	4,000	-	2,339
5920	TelecomInternet	-	670	-	-	481	-	724	-	-	-	-	-	1,875	2,393	(518)	4,000	4,000	-	2,125
5930	PostageDelivery	-	451	129	-	-	-	-	504	-	-	-	-	1,084	1,795	(711)	4,000	4,000	-	2,916
5940	Technology	-	4,828	2,645	274	274	274	274	3,759	274	-	-	-	12,601	16,552	(3,951)	29,650	29,650	-	17,049
5990	PY Expense Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**71,991**	**80,992**	**136,852**	**61,595**	**164,551**	**104,484**	**134,239**	**102,607**	**113,967**	**-**	**-**	**-**	**971,277**	**976,376**	**(5,098)**	**1,345,478**	**1,343,763**	**(1,715)**	**374,200**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
6900	Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	6,404	(6,404)	26,256	26,256	-	26,256
	SUBTOTAL - Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	6,404	(6,404)	26,256	26,256	-	26,256
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	2,621	5,252	3,499	3,499	3,499	3,499	(21,869)	-	-	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	2,621	5,252	3,499	3,499	3,499	3,499	(21,869)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		179,199	234,894	601,016	249,132	336,724	200,161	192,220	214,572	292,323	-	-	-	2,500,241	2,573,557	(73,316)	3,707,038	3,726,980	19,942	1,206,796

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-7

	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**1,307,717**	**1,225,657**	**1,257,985**	**594,762**	**776,328**	**531,326**	**622,558**	**1,018,725**	**1,206,801**	**1,411,571**	**1,342,453**	**1,273,335**	**1,204,218**	
Revenue														
LCFF Entitlement	41,817	179,754	141,309	319,902	209,753	209,752	319,901	251,569	523,291	190,255	190,255	190,255	252,583	**3,020,397**
Federal Revenue	3,333	6,743	4,478	35,130	6,312	4,478	58,079	7,836	9,793	48,833	48,833	48,833	4,883	**287,564**
Other State Revenues	9,770	19,519	13,017	53,399	13,017	133,050	(16,999)	22,780	13,932	64,536	64,536	64,536	11,309	**466,402**
Other Local Revenues	220	977	781	3,517	853	(64,897)	46,687	108,437	1,186	(25,532)	(25,532)	(25,532)	(2,553)	**18,613**
Total Revenue	**55,140**	**206,993**	**159,585**	**411,948**	**229,936**	**282,383**	**407,668**	**390,623**	**548,203**	**278,092**	**278,092**	**278,092**	**266,222**	**3,792,976**
Expenses														
Certificated Salaries	78,583	87,954	94,394	94,994	96,944	101,305	97,010	50,403	100,516	123,136	123,136	123,136	11,864	**1,183,374**
Classified Salaries	19,666	21,597	39,055	33,891	35,282	33,045	44,843	23,506	30,952	53,638	53,638	53,638	2,814	**445,564**
Benefits	18,572	33,725	49,197	36,778	28,594	53,610	43,312	30,979	43,697	58,029	58,029	58,029	5,745	**518,294**
Books and Supplies	(12,233)	5,374	278,018	18,376	7,854	(95,782)	(105,313)	7,077	3,191	5,367	5,367	5,367	25,252	**147,915**
Services and Operations	71,991	80,992	136,852	61,595	164,551	104,484	134,239	102,607	113,967	119,065	119,065	119,065	10,192	**1,338,664**
Depreciation / Cap Outlay	-	-	-	-	-	-	-	-	-	6,404	6,404	6,404	640	**19,852**
Other Outflows	2,621	5,252	3,499	3,499	3,499	3,499	(21,869)	-	-	-	-	-	-	**-**
Total Expenses	**179,199**	**234,894**	**601,016**	**249,132**	**336,724**	**200,161**	**192,220**	**214,572**	**292,323**	**365,639**	**365,639**	**365,639**	**56,506**	**3,653,664**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	215,128	77,724				117,111								**409,963**
Accounts Receivable - Current Year														**-**
Other Assets/Accrual Adj	1	(0)	(288,143)	(21,124)	10,482	(11,304)	168,693		(63,135)					**(204,530)**
Fixed Assets - Depreciation Addback	-	-	-	-	-	-	-	-	-	6,404	6,404	6,404		**19,212**
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**	**(221,793)**	**18,751**	**(138,213)**	**9,010**	**180,719**	**12,025**	**(51,110)**	**18,429**	**18,429**	**18,429**		**(33,094)**
Total Change in Cash	**(82,060)**	**32,328**	**(663,223)**	**181,566**	**(245,002)**	**91,232**	**396,167**	**188,076**	**204,770**	**(69,118)**	**(69,118)**	**(69,118)**		**106,217**
ENDING CASH	**1,225,657**	**1,257,985**	**594,762**	**776,328**	**531,326**	**622,558**	**1,018,725**	**1,206,801**	**1,411,571**	**1,342,453**	**1,273,335**	**1,204,218**		<<< = 120 days cash



MSA-8 Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($140,466).
This is an decrease of ($11,921) from the original July Budget projected deficit of ($128,545).
This will allow MSA-8 to end this fiscal year with a balance of $4,095,095, which is 69.3% 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 $1,476,240, which represents 95 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 $8,079, 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 $0 lower 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 $0 lower 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 $8,234 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 $0 lower than in the the July Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of $20,000, or 0.3% 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 $0 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 $22,000 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 $0 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 updated depreciation and capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Projected Average Daily Attendance:																465	465	-	
SUMMARY																			
Revenue																			
LCFF Entitlement	68,702	298,816	235,777	538,428	351,115	351,115	538,427	419,817	857,014	-	-	-	3,659,210	3,591,764	67,446	4,893,201	4,893,201	-	75%
Federal Revenue	5,475	11,078	7,357	72,357	8,521	7,357	120,060	12,875	10,434	-	-	-	255,514	264,393	(8,879)	324,265	324,265	-	79%
Other State Revenues	16,051	32,068	21,386	78,994	21,386	125,201	41,633	37,426	25,647	-	-	-	399,794	413,713	(13,920)	536,369	544,448	8,079	73%
Other Local Revenues	1,368	-	-	-	1,210	(31,024)	-	-	-	-	-	-	(28,447)	3,390	(31,837)	4,729	4,729	-	-602%
Total Revenue	**91,597**	**341,961**	**264,520**	**689,779**	**382,232**	**452,649**	**700,120**	**470,117**	**893,095**	**-**	**-**	**-**	**4,286,071**	**4,273,260**	**12,810**	**5,758,564**	**5,766,643**	**8,079**	**74%**
Expenditures																			
Certificated Salaries	112,930	148,421	151,319	155,909	156,541	168,601	163,247	90,180	161,785	-	-	-	1,308,933	1,369,056	(60,123)	2,056,969	2,056,969	-	64%
Classified Salaries	48,349	42,015	49,958	52,375	51,875	47,840	59,609	31,814	51,779	-	-	-	435,614	436,491	(877)	599,724	599,724	-	73%
Benefits	27,878	60,251	57,432	71,272	49,236	88,208	62,723	51,979	70,182	-	-	-	539,163	575,119	(35,957)	904,149	904,149	-	60%
Books and Supplies	1,330	17,858	31,370	21,483	40,498	25,834	(29,505)	102,216	2,344	-	-	-	213,429	256,814	(43,385)	398,574	418,574	20,000	51%
Services and Operating Exp.	95,218	94,046	109,749	122,764	41,225	180,580	152,764	108,556	105,827	-	-	-	1,010,730	1,131,803	(121,073)	1,835,193	1,835,193	-	55%
Depreciation & Cap Outlay	-	-	-	-	-	28,529	-	-	18,526	-	-	-	47,055	44,132	2,923	92,500	92,500	-	51%
Other Outflows	4,305	8,629	5,749	5,749	5,749	5,749	(35,929)	-	-	-	-	-	(0)	(0)	(0)	-	-	-	-
Total Expenditures	**290,011**	**371,219**	**405,577**	**429,553**	**345,124**	**545,341**	**372,910**	**384,746**	**410,443**	**-**	**-**	**-**	**3,554,923**	**3,813,415**	**(258,491)**	**5,887,109**	**5,907,109**	**20,000**	**60%**
Net Revenues													**731,147**	**459,846**	271,302	**(128,545)**	**(140,466)**	(11,921)	

Fund Balance		
Beginning Balance (Audited)	4,235,561	
Net Revenues	(140,466)	
Ending Fund Balance	**4,095,095**	
Components of Fund Bal.		
Available For Econ. Uncert.	3,967,110	67.2% of Expenditures
Restricted Balances (Est.)	76,050	1.3% of Expenditures
Net Fixed Assets	51,935	0.9% of Expenditures
Ending Fund Balance	**4,095,095**	**69.3% of Expenditures**

DELTA MANAGED S

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget

REVENUE DETAIL		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Actual YTD	Budget YTD	Variance	Second Interim 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	-	144,174	144,174	259,512	259,512	259,512	259,512	259,512	504,782	-	-	-	2,090,690	2,104,932	(14,242)	2,957,960	2,957,960	-	867,270
8012	EPA Entitlement	-	-	-	187,313	-	-	187,312	-	212,006	-	-	-	586,631	561,937	24,694	752,327	752,327	-	165,696
8019	Prior Year Adjustments	-	17,238	-	-	-	-	-	-	7,827	-	-	-	25,065	13,033	12,031	-	-	-	(25,065)
8096	InLieuPropTaxes	68,702	137,404	91,603	91,603	91,603	91,603	91,603	160,305	132,399	-	-	-	956,824	911,861	44,963	1,182,914	1,182,914	-	226,090
	SUBTOTAL - LCFF Entitlement	**68,702**	**298,816**	**235,777**	**538,428**	**351,115**	**351,115**	**538,427**	**419,817**	**857,014**	**-**	**-**	**-**	**3,659,210**	**3,591,764**	**67,446**	**4,893,201**	**4,893,201**	**-**	**1,233,991**
Federal Revenue																				
8181	SpEd - Revenue	5,475	11,078	7,357	7,357	7,357	7,357	7,357	12,875	8,823	-	-	-	75,036	72,875	2,161	93,529	93,529	-	18,493
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	All Other Federal Revenue	-	-	-	65,000	1,164	-	112,703	-	1,611	-	-	-	180,478	191,518	(11,040)	230,736	230,736	-	50,258
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Federal Revenue	**5,475**	**11,078**	**7,357**	**72,357**	**8,521**	**7,357**	**120,060**	**12,875**	**10,434**	**-**	**-**	**-**	**255,514**	**264,393**	**(8,879)**	**324,265**	**324,265**	**-**	**68,751**
Other State Revenue																				
8311	SpEd Revenue	16,051	32,068	21,386	39,439	21,386	21,386	21,386	37,426	25,647	-	-	-	236,176	227,507	8,669	280,138	280,138	-	43,962
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	-	7,589	-	-	-	-	-	-	7,589	7,589	-	7,589	7,589	-	-
8560	StateLotteryRev	-	-	-	26,855	-	-	20,247	-	-	-	-	-	47,102	60,151	(13,049)	100,602	100,602	-	53,500
8590	AllOthStateRev	-	-	-	12,700	-	96,226	-	-	-	-	-	-	108,926	118,466	(9,540)	148,040	156,119	8,079	39,114
8595	State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other State Revenue	**16,051**	**32,068**	**21,386**	**78,994**	**21,386**	**125,201**	**41,633**	**37,426**	**25,647**	**-**	**-**	**-**	**399,794**	**413,713**	**(13,920)**	**536,369**	**544,448**	**8,079**	**136,576**
Local Revenue																				
8600	Other Local Rev	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690	OthLocal-Suspense	-	-	-	-	-	(31,405)	31,405	-	-	-	-	-	-	-	-	-	-	-	-
8695	PY Rev Adj	-	-	-	-	-	-	(31,405)	-	-	-	-	-	(31,405)	-	(31,405)	-	-	-	31,405
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	(0)	(2,578)	-	-	-	-	-	-	-	-	-	-	-	-
8999	Misc Revenue (Suspense)	-	-	-	-	-	381	-	(381)	-	-	-	-	0	0	0	-	-	-	(0)
	SUBTOTAL - Local Revenue	**1,368**	**-**	**-**	**-**	**1,210**	**(31,024)**	**(2,578)**	**(381)**	**-**	**-**	**-**	**-**	**(31,405)**	**0**	**(31,405)**	**-**	**-**	**-**	**31,405**
Fundraising & Grants																				
8802	Donations - Private	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8803	Fundraising	-	-	-	-	-	0	2,578	381	-	-	-	-	2,958	3,390	(432)	4,729	4,729	-	1,771
	SUBTOTAL - Fundraising & Grants	**-**	**-**	**-**	**-**	**-**	**0**	**2,578**	**381**	**-**	**-**	**-**	**-**	**2,958**	**3,390**	**(432)**	**4,729**	**4,729**	**-**	**1,771**
TOTAL REVENUE		**91,597**	**341,961**	**264,520**	**689,779**	**382,232**	**452,649**	**700,120**	**470,117**	**893,095**	**-**	**-**	**-**	**4,286,071**	**4,273,260**	**12,810**	**5,758,564**	**5,766,643**	**8,079**	**1,472,494**
EXPENSES																				
Certificated Salaries																				
1100	TeacherSalaries	64,075	119,119	121,607	125,987	126,619	138,979	126,445	71,779	124,983	-	-	-	1,019,593	1,086,567	(66,973)	1,681,630	1,681,630	-	662,037
1300	Cert Adminis	48,855	29,302	29,712	29,922	29,922	29,622	36,802	18,401	36,802	-	-	-	289,340	282,490	6,851	375,339	375,339	-	85,999
	SUBTOTAL - Certificated Salaries	**112,930**	**148,421**	**151,319**	**155,909**	**156,541**	**168,601**	**163,247**	**90,180**	**161,785**	**-**	**-**	**-**	**1,308,933**	**1,369,056**	**(60,123)**	**2,056,969**	**2,056,969**	**-**	**748,036**

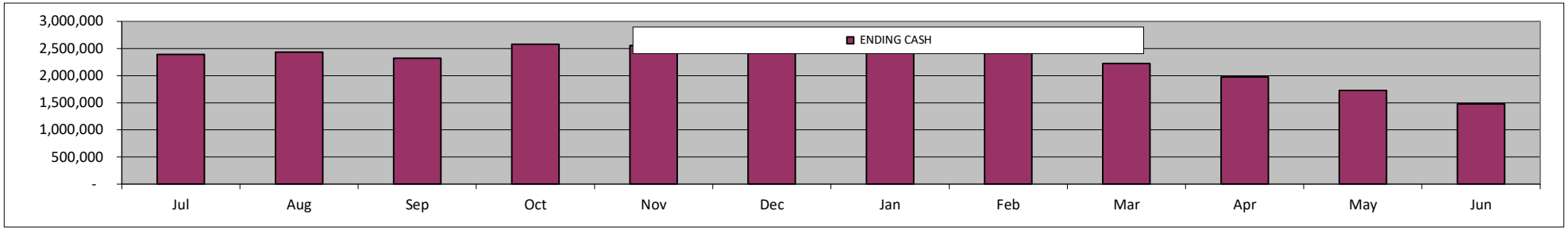
March 2020 Monthly Update Actuals through March 31, 2020)		Year To Date														Annual Budget			
MSA 8		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	6,461	8,271	9,734	9,454	9,275	9,751	18,962	9,670	12,426	-	-	-	94,004	89,158	4,847	112,654	112,654	-	18,650
2200	Classified Support	15,104	13,894	17,816	20,354	20,092	19,807	18,002	12,712	17,395	-	-	-	155,176	161,033	(5,857)	233,113	233,113	-	77,937
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	19,874	18,434	19,579	21,720	22,509	18,283	22,644	21,308	21,958	-	-	-	186,309	186,206	103	253,957	253,957	-	67,648
2900	OtherClassStaff	6,910	1,416	2,828	848	-	-	-	(11,876)	-	-	-	-	125	94	30	-	-	-	(125)
	SUBTOTAL - Classified Salaries	**48,349**	**42,015**	**49,958**	**52,375**	**51,875**	**47,840**	**59,609**	**31,814**	**51,779**	**-**	**-**	**-**	**435,614**	**436,491**	**(877)**	**599,724**	**599,724**	**-**	**164,110**
Employee Benefits																				
3101	STRS-Certified	7,738	25,126	23,366	28,006	27,345	28,706	28,771	15,377	28,294	-	-	-	212,729	223,280	(10,551)	343,701	343,701	-	130,972
3102	STRS-Classified	-	-	-	-	-	-	-	-	678	-	-	-	678	-	678	-	-	-	(678)
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	9,025	7,287	9,465	9,306	9,003	9,179	8,558	6,070	8,413	-	-	-	76,306	88,459	(12,153)	152,214	152,214	-	75,907
3301	OASDI/Med-Cert	1,664	2,150	2,193	2,235	2,333	2,440	(129)	1,305	2,403	-	-	-	16,592	16,533	59	23,800	23,800	-	7,208
3302	OASDI/Med-Class	3,536	2,931	3,706	3,738	3,597	3,648	3,345	2,416	3,368	-	-	-	30,286	33,499	(3,213)	53,900	53,900	-	23,614
3401	HlthWelfareCert	230	20,547	16,759	22,078	4,696	42,341	16,270	24,601	25,130	-	-	-	172,651	181,456	(8,805)	286,656	286,656	-	114,005
3402	HlthWelfareCert	-	-	-	4,015	-	-	4,014	-	-	-	-	-	8,029	9,158	(1,130)	12,660	12,660	-	4,631
3501	UI-Certificated	-	316	48	-	275	-	-	316	-	-	-	-	955	1,141	(186)	1,718	1,718	-	764
3502	UI-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3601	WorkersCmp-Cert	5,686	1,895	1,895	1,895	1,986	1,895	1,895	1,895	1,895	-	-	-	20,937	21,105	(168)	27,500	27,500	-	6,563
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	488	(488)	2,000	2,000	-	2,000
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Employee Benefits	**27,878**	**60,251**	**57,432**	**71,272**	**49,236**	**88,208**	**62,723**	**51,979**	**70,182**	**-**	**-**	**-**	**539,163**	**575,119**	**(35,957)**	**904,149**	**904,149**	**-**	**364,986**
Books & Supplies																				
4100	Text&CoreCurric	-	9,840	-	-	359	3,325	-	69,073	-	-	-	-	82,597	83,747	(1,150)	87,313	87,313	-	4,715
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-	244	(244)	1,000	1,000	-	1,000
4310	Ins Mats & Sups	-	2,644	-	-	1,166	1,047	38	3,205	-	-	-	-	8,099	18,782	(10,684)	51,902	53,652	1,750	43,803
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	78	115	787	1,075	127	2,014	9	2,797	938	-	-	-	7,940	7,855	85	10,500	15,500	5,000	2,560
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	589	-	-	-	-	-	589	1,055	(466)	2,500	2,500	-	1,911
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	610	(610)	2,500	2,500	-	2,500
4340	Educat Software	-	3,825	-	2,400	30,720	5,966	-	-	-	-	-	-	42,910	45,629	(2,719)	54,059	52,309	(1,750)	11,149
4345	NonInstStdntSup	-	-	(26)	-	754	1,554	-	576	-	-	-	-	2,858	3,673	(815)	6,199	21,199	15,000	3,340
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	1,220	(1,220)	5,000	5,000	-	5,000
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	3,197	350	571	-	1,515	-	-	-	-	5,634	7,431	(1,797)	13,000	13,000	-	7,366
4410	ClssrmFrnEqp<5k	-	-	-	-	-	62	-	-	-	-	-	-	62	291	(229)	1,000	1,000	-	938
4430	OffceFurnEqp<5k	-	-	1,354	-	-	-	-	176	-	-	-	-	1,530	1,766	(237)	2,500	2,500	-	970
4440	Computers <$5k	-	-	-	1,251	3,921	8,971	-	6,084	-	-	-	-	20,227	22,258	(2,031)	28,552	28,552	-	8,325
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	22,478	-	-	-	(22,478)	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	4,356	11,330	-	11,220	8,438	15,381	95	-	-	-	50,821	68,353	(17,533)	123,000	123,000	-	72,179
4720	Food:Other Food	-	-	491	-	1,365	215	256	866	-	-	-	-	3,194	4,744	(1,550)	9,550	9,550	-	6,356
4990	PY Expense Adj	-	-	-	-	-	(9,111)	(16,356)	318	-	-	-	-	(25,149)	(19,015)	(6,134)	-	-	-	25,149
4999	Misc Expenditure (Suspense)	1,252	1,434	1,929	2,230	1,738	-	-	2,225	1,310	-	-	-	12,118	8,172	3,947	-	-	-	(12,118)
	SUBTOTAL - Books and Supplies	**1,330**	**17,858**	**31,370**	**21,483**	**40,498**	**25,834**	**(29,505)**	**102,216**	**2,344**	**-**	**-**	**-**	**213,429**	**256,814**	**(43,385)**	**398,574**	**418,574**	**20,000**	**185,145**

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5100	CMO Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5101	CMO Fees	74,594	74,594	74,594	74,594	-	149,189	54,408	71,710	71,710	-	-	-	645,394	643,645	1,749	860,526	860,526	-	215,131
5205	Conference Fees	-	-	-	1,400	-	-	-	-	-	-	-	-	1,400	1,912	(512)	3,500	3,500	-	2,100
5210	MilesParkTolls	-	-	-	18	-	-	-	12	-	-	-	-	30	632	(602)	2,500	2,500	-	2,470
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	-	610	(610)	2,500	2,500	-	2,500
5300	DuesMemberships	(675)	-	5,000	-	-	4,700	-	1,070	-	-	-	-	10,095	10,804	(709)	13,000	13,000	-	2,905
5450	Other Insurance	6,601	2,200	2,200	2,200	2,306	2,200	2,200	2,200	2,200	-	-	-	24,307	24,276	31	31,000	31,000	-	6,693
5500	OpsHousekeeping	-	1,588	5	41	76	2,479	273	(1,542)	-	-	-	-	2,921	4,647	(1,727)	10,000	10,000	-	7,079
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	-	-	-	4,619	2,310	2,310	2,310	3,891	3,695	-	-	-	19,134	100,698	(81,563)	365,000	365,000	-	345,866
5620	EquipmentLeases	196	218	2,381	1,098	470	1,197	809	228	196	-	-	-	6,793	8,403	(1,610)	14,000	14,000	-	7,207
5630	Reps&MaintBldng	-	-	-	900	-	-	-	-	-	-	-	-	900	924	(24)	1,000	1,000	-	100
5800	ProfessServices	-	6,780	2,550	2,195	700	3,347	700	1,030	700	-	-	-	18,002	23,882	(5,880)	44,280	44,280	-	26,278
5810	Legal	-	-	-	3,897	-	-	-	808	-	-	-	-	4,705	8,435	(3,730)	20,000	24,000	4,000	15,295
5811	Property Tax Refund	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	106	83	104	64	922	38	624	-	-	-	-	1,941	3,158	(1,217)	6,930	6,930	-	4,989
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5819	SchlProgs-Other	-	-	-	-	-	-	-	516	-	-	-	-	516	634	(118)	1,000	1,000	-	484
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	3,659	(3,659)	15,000	15,000	-	15,000
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	3,643	8,034	-	-	6,495	1,270	-	-	-	19,442	19,920	(477)	25,338	25,338	-	5,895
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	-	-	-	692	-	-	740	-	-	-	-	1,432	2,302	(870)	5,000	5,000	-	3,568
5850	Oversight Fees	2,776	5,552	3,702	3,702	3,702	3,701	3,702	6,477	5,342	-	-	-	38,656	37,486	1,170	50,418	50,418	-	11,762
5857	Payroll Fees	1,254	1,395	1,419	1,449	1,445	1,469	1,935	1,122	1,940	-	-	-	13,427	12,832	595	17,000	17,000	-	3,573
5860	Service Fees	-	-	31	-	120	-	-	-	49	-	-	-	200	602	(402)	2,000	2,000	-	1,800
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	4,447	150	-	-	-	294	4,000	-	-	-	8,891	13,286	(4,395)	39,310	39,310	-	30,420
5864	Prof Dev-Other	-	-	-	-	-	(300)	24,000	-	-	-	-	-	23,700	23,997	(297)	24,917	24,917	-	1,217
5869	SpEd Ctrct Inst	-	-	1,643	5,789	-	6,119	6,653	-	3,260	-	-	-	23,465	30,621	(7,156)	62,909	58,909	(4,000)	39,445
5870	Livescan	-	-	103	-	-	-	-	-	-	-	-	-	103	273	(170)	800	800	-	697
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	41,678	10,060	6,894	-	-	-	58,632	52,787	5,845	56,038	56,038	-	(2,594)
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	7,547	16,169	9,507	2,345	13,785	2,036	4,296	-	-	-	55,684	55,277	407	67,335	67,335	-	11,651
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-	732	(732)	3,000	3,000	-	3,000
5900	Communications	2,310	-	-	-	-	-	-	-	-	-	-	-	2,310	2,478	(168)	3,000	3,000	-	690
5920	TelecomInternet	7,803	-	-	-	9,825	-	-	-	-	-	-	-	17,628	24,304	(6,676)	45,000	45,000	-	27,372
5930	PostageDelivery	360	1,612	-	521	801	630	-	510	-	-	-	-	4,434	5,791	(1,358)	10,000	10,000	-	5,566
5940	Technology	-	-	4,045	274	1,174	274	274	274	274	-	-	-	6,588	12,797	(6,209)	32,892	32,892	-	26,304
5990	PY Expense Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Other Operating Exp.	**95,218**	**94,046**	**109,749**	**122,764**	**41,225**	**180,580**	**152,764**	**108,556**	**105,827**	**-**	**-**	**-**	**1,010,730**	**1,131,803**	**(121,073)**	**1,835,193**	**1,835,193**	**-**	**824,464**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
6900	Depreciation	-	-	-	-	-	28,529	-	-	18,526	-	-	-	47,055	44,132	2,923	92,500	92,500	-	45,445
	SUBTOTAL - Capital Outlay & Depreciation	-	-	-	-	-	28,529	-	-	18,526	-	-	-	47,055	44,132	2,923	92,500	92,500	-	45,445
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	4,305	8,629	5,749	5,749	5,749	5,749	(35,929)	-	-	-	-	-	(0)	(0)	(0)	-	-	-	0
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other Outflows	4,305	8,629	5,749	5,749	5,749	5,749	(35,929)	-	-	-	-	-	(0)	(0)	(0)	-	-	-	0
TOTAL EXPENSES		290,011	371,219	405,577	429,553	345,124	545,341	372,910	384,746	410,443	-	-	-	3,554,923	3,813,415	(258,491)	5,887,109	5,907,109	20,000	2,332,186

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-8	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**2,529,656**	**2,393,276**	**2,433,700**	**2,324,791**	**2,578,637**	**2,555,598**	**2,538,679**	**2,754,967**	**2,845,410**	**2,222,856**	**1,973,984**	**1,725,112**	**1,476,240**	
Revenue														
LCFF Entitlement	68,702	298,816	235,777	538,428	351,115	351,115	538,427	419,817	857,014	296,489	296,489	296,489	411,970	**4,960,647**
Federal Revenue	5,475	11,078	7,357	72,357	8,521	7,357	120,060	12,875	10,434	19,313	19,313	19,313	1,931	**315,386**
Other State Revenues	16,051	32,068	21,386	78,994	21,386	125,201	41,633	37,426	25,647	39,567	39,567	39,567	12,036	**530,529**
Other Local Revenues	1,368	-	-	-	1,210	(31,024)	-	-	-	432	432	432	43	**(27,108)**
Total Revenue	**91,597**	**341,961**	**264,520**	**689,779**	**382,232**	**452,649**	**700,120**	**470,117**	**893,095**	**355,801**	**355,801**	**355,801**	**425,980**	**5,779,453**
Expenses														
Certificated Salaries	112,930	148,421	151,319	155,909	156,541	168,601	163,247	90,180	161,785	221,907	221,907	221,907	22,191	**1,996,846**
Classified Salaries	48,349	42,015	49,958	52,375	51,875	47,840	59,609	31,814	51,779	52,656	52,656	52,656	5,266	**598,847**
Benefits	27,878	60,251	57,432	71,272	49,236	88,208	62,723	51,979	70,182	106,139	106,139	106,139	10,614	**868,192**
Books and Supplies	1,330	17,858	31,370	21,483	40,498	25,834	(29,505)	102,216	2,344	45,729	45,729	45,729	24,573	**375,189**
Services and Operations	95,218	94,046	109,749	122,764	41,225	180,580	152,764	108,556	105,827	226,900	226,900	226,900	22,690	**1,714,120**
Depreciation / Cap Outlay	-	-	-	-	-	28,529	-	-	18,526	15,603	15,603	15,603	1,560	**95,423**
Other Outflows	4,305	8,629	5,749	5,749	5,749	5,749	(35,929)	-	-	0	0	0	0	**(0)**
Total Expenses	**290,011**	**371,219**	**405,577**	**429,553**	**345,124**	**545,341**	**372,910**	**384,746**	**410,443**	**668,934**	**668,934**	**668,934**	**86,893**	**5,648,618**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	379,409	99,399												**478,807**
Accounts Receivable - Current Year														**-**
Other Assets/Accrual Adj	(0)	(0)	(22,478)	(55,039)	(108,806)	(1,413)	(15,993)		(52,234)					**(255,963)**
Fixed Assets - Depreciation Addback	-	-	-	-	-	28,529	-	-	18,526	15,603	15,603	15,603		**93,863**
Fixed Assets - Acquisitions														**-**
Due To (From)	-	-		43,587	43,587	43,587			(201,107)	43,587	43,587	43,587		**60,417**
Expenses - Prior Year Accruals	(217,374)	(29,716)												**(247,090)**
Accounts Payable - Current Year			54,626						(75,463)					**(20,837)**
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)	(100,000)		-	-	-	-	(100,000)	-	(800,000)	-	-	-		**(1,000,000)**
Loans Payable (Long Term)			-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**62,034**	**69,682**	**32,148**	**(6,380)**	**(60,148)**	**75,774**	**(110,922)**	**5,071**	**(1,105,207)**	**64,261**	**64,261**	**64,261**		**(845,164)**
Total Change in Cash	**(136,380)**	**40,424**	**(108,909)**	**253,846**	**(23,040)**	**(16,919)**	**216,288**	**90,442**	**(622,554)**	**(248,872)**	**(248,872)**	**(248,872)**		**(714,329)**
ENDING CASH	**2,393,276**	**2,433,700**	**2,324,791**	**2,578,637**	**2,555,598**	**2,538,679**	**2,754,967**	**2,845,410**	**2,222,856**	**1,973,984**	**1,725,112**	**1,476,240**		<<< = 95 days cash



MSA-SA Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($189,603).
This is an decrease of ($10,835) from the original July Budget projected deficit of ($178,768).
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 $7,338,907, which is 98.4% 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 = increase of $9,165, 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 $0 lower 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 $0 lower 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 $8,234 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 ($0) lower than in the the July Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of $20,000, or 0.3% 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 $0 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 $22,000 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 $0 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 updated capital outlay projections.

DMS
DELTA MANAGED SOLUTIONS

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Projected Average Daily Attendance:																527	527	-	
SUMMARY																			
Revenue																			
LCFF Entitlement	475,284	462,293	886,520	630,594	779,878	811,878	779,878	546,720	413,371	-	-	-	5,786,416	6,118,103	(331,687)	5,938,190	5,938,190	-	97%
Federal Revenue	664	-	-	90,288	-	-	136,087	-	85,002	-	-	-	312,041	328,700	(16,659)	643,849	643,849	-	48%
Other State Revenues	16,728	21,778	70,748	30,111	160,356	62,807	30,111	12,152	67,871	-	-	-	472,662	453,686	18,976	605,260	614,425	9,165	77%
Other Local Revenues	-	967	4,133	11,408	7,888	(25,869)	10,321	6,287	8,167	-	-	-	23,302	64,265	(40,962)	75,654	75,654	(0)	31%
Total Revenue	**492,676**	**485,038**	**961,401**	**762,401**	**948,122**	**848,816**	**956,397**	**565,159**	**574,411**	**-**	**-**	**-**	**6,594,422**	**6,964,754**	**(370,332)**	**7,262,953**	**7,272,118**	**9,165**	**91%**
Expenditures																			
Certificated Salaries	165,125	230,895	232,786	231,684	228,138	213,414	222,308	112,912	230,446	-	-	-	1,867,705	1,877,433	(9,728)	2,621,973	2,621,973	-	71%
Classified Salaries	33,717	42,190	73,906	69,759	65,808	69,522	59,030	50,513	65,564	-	-	-	530,008	527,183	2,825	721,676	721,676	-	73%
Benefits	41,784	130,678	122,853	138,921	65,502	137,131	66,497	81,556	107,016	-	-	-	891,938	906,661	(14,722)	1,284,049	1,284,049	-	69%
Books and Supplies	25,907	19,709	30,620	60,426	19,109	(36,739)	(8,755)	12,179	14,817	-	-	-	137,273	144,281	(7,008)	211,938	231,938	20,000	59%
Services and Operating Exp.	95,885	115,855	105,348	102,956	64,110	76,987	2,973	51,572	95,552	-	-	-	711,237	814,336	(103,099)	1,390,980	1,390,980	-	51%
Depreciation & Cap Outlay	7,605	-	-	-	-	286,011	-	-	144,819	-	-	-	438,436	373,280	65,156	620,238	620,238	-	71%
Other Outflows	34,792	34,792	117,435	34,792	34,792	34,792	34,792	34,792	117,435	-	-	-	478,412	417,048	61,364	590,867	590,867	-	81%
Total Expenditures	**404,814**	**574,118**	**682,948**	**638,538**	**477,457**	**781,118**	**376,844**	**343,523**	**775,649**	**-**	**-**	**-**	**5,055,009**	**5,060,222**	**(5,213)**	**7,441,721**	**7,461,721**	**20,000**	**68%**
Net Revenues													**1,539,413**	**1,904,532**	**(365,119)**	**(178,768)**	**(189,603)**	**(10,835)**	

Fund Balance		
Beginning Balance (Audited)	7,528,510	
Net Revenues	(189,603)	
Ending Fund Balance	**7,338,907**	
Components of Fund Bal.		
Available For Econ. Uncert.	874,476	11.7% of Expenditures
Restricted Balances (Est.)	123,886	1.7% of Expenditures
Net Fixed Assets	6,340,545	85.0% of Expenditures
Ending Fund Balance	**7,338,907**	**98.4% of Expenditures**

DELTA MANAGED S

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	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	Second Interim Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
LCFF Entitlement																			
8011 State Aid	350,330	350,330	630,594	630,594	630,594	630,594	630,594	397,436	397,436	-	-	-	4,648,503	4,879,393	(230,890)	4,296,211	4,296,211	-	(352,292)
8012 EPA Entitlement	-	-	32,000	-	-	32,000	-	-	15,003	-	-	-	79,003	64,000	15,003	105,400	105,400	-	26,397
8019 Prior Year Adjustments	-	-	-	-	-	-	-	-	932	-	-	-	932	-	932	-	-	-	(932)
8096 InLieuPropTaxes	124,954	111,963	223,926	-	149,284	149,284	149,284	149,284	-	-	-	-	1,057,979	1,174,711	(116,732)	1,536,579	1,536,579	-	478,600
SUBTOTAL - LCFF Entitlement	**475,284**	**462,293**	**886,520**	**630,594**	**779,878**	**811,878**	**779,878**	**546,720**	**413,371**	**-**	**-**	**-**	**5,786,416**	**6,118,103**	**(331,687)**	**5,938,190**	**5,938,190**	**-**	**151,774**
Federal Revenue																			
8181 SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	19,727	(19,727)	80,880	80,880	-	80,880
8220 SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290 All Other Federal Revenue	664	-	-	90,288	-	-	136,087	-	85,002	-	-	-	312,041	308,973	3,068	562,969	562,969	-	250,928
8295 Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Federal Revenue	**664**	**-**	**-**	**90,288**	**-**	**-**	**136,087**	**-**	**85,002**	**-**	**-**	**-**	**312,041**	**328,700**	**(16,659)**	**643,849**	**643,849**	**-**	**331,808**
Other State Revenue																			
8311 SpEd Revenue	16,728	16,728	30,111	30,111	30,111	30,111	30,111	-	35,470	-	-	-	219,481	212,062	7,419	299,019	299,019	-	79,538
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	14,832	-	-	-	-	-	-	-	14,832	14,832	-	14,832	14,832	-	-
8560 StateLotteryRev	-	-	40,637	-	-	21,366	-	-	32,401	-	-	-	94,404	74,648	19,756	113,850	113,850	-	19,446
8590 AllOthStateRev	-	5,050	-	-	115,413	11,330	-	12,152	-	-	-	-	143,945	152,144	(8,198)	177,559	186,724	9,165	33,614
8595 State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other State Revenue	**16,728**	**21,778**	**70,748**	**30,111**	**160,356**	**62,807**	**30,111**	**12,152**	**67,871**	**-**	**-**	**-**	**472,662**	**453,686**	**18,976**	**605,260**	**614,425**	**9,165**	**132,598**
Local Revenue																			
8600 Other Local Rev	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	823	858	945	744	1,208	969	889	1,357	-	-	-	7,794	6,019	1,775	4,723	4,723	-	(3,072)
8690 OthLocal-Suspense	-	-	-	-	-	(45,455)	45,455	-	-	-	-	-	-	-	-	-	-	-	-
8695 PY Rev Adj	-	-	-	-	-	-	(45,455)	-	-	-	-	-	(45,455)	-	(45,455)	-	-	-	45,455
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	(31,537)	-	-	-	-	-	144	111	33	10	10	(0)	(134)
8999 Misc Revenue (Suspense)	-	-	-	54	-	7,669	(7,669)	1,269	6,144	-	-	-	7,467	1,000	6,467	-	-	-	(7,467)
SUBTOTAL - Local Revenue	**-**	**967**	**4,133**	**11,408**	**7,888**	**(25,869)**	**(38,237)**	**2,158**	**7,502**	**-**	**-**	**-**	**(30,050)**	**7,130**	**(37,180)**	**4,733**	**4,733**	**(0)**	**34,783**
Fundraising & Grants																			
8802 Donations - Private	-	-	-	-	-	-	7,200	-	-	-	-	-	7,200	7,200	-	7,200	7,200	-	-
8803 Fundraising	-	-	-	-	-	(0)	41,358	4,129	665	-	-	-	46,152	49,935	(3,782)	63,721	63,721	-	17,569
SUBTOTAL - Fundraising & Grants	**-**	**-**	**-**	**-**	**-**	**(0)**	**48,558**	**4,129**	**665**	**-**	**-**	**-**	**53,352**	**57,135**	**(3,782)**	**70,921**	**70,921**	**-**	**17,569**
TOTAL REVENUE	**492,676**	**485,038**	**961,401**	**762,401**	**948,122**	**848,816**	**956,397**	**565,159**	**574,411**	**-**	**-**	**-**	**6,594,422**	**6,964,754**	**(370,332)**	**7,262,953**	**7,272,118**	**9,165**	**668,531**
EXPENSES																			
Certificated Salaries																			
1100 TeacherSalaries	97,361	188,499	192,470	193,448	189,902	183,405	184,516	93,916	192,654	-	-	-	1,516,170	1,523,467	(7,297)	2,143,315	2,143,315	-	627,145
1300 Cert Adminis	67,763	42,396	40,316	38,236	38,236	30,008	37,792	18,996	37,792	-	-	-	351,536	353,967	(2,431)	478,658	478,658	-	127,122
SUBTOTAL - Certificated Salaries	**165,125**	**230,895**	**232,786**	**231,684**	**228,138**	**213,414**	**222,308**	**112,912**	**230,446**	**-**	**-**	**-**	**1,867,705**	**1,877,433**	**(9,728)**	**2,621,973**	**2,621,973**	**-**	**754,268**

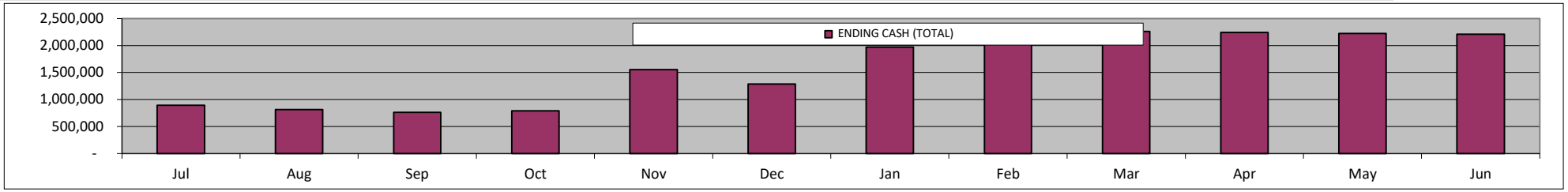
March 2020 Monthly Update Actuals through March 31, 2020)		Year To Date														Annual Budget			
MSA SA		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	5,312	12,139	33,499	34,475	31,425	29,556	27,748	26,566	33,516	-	-	-	234,237	227,156	7,081	309,106	309,106	-	74,869
2200	Classified Support	8,149	15,503	18,737	19,807	15,830	13,920	22,888	18,771	13,087	-	-	-	146,692	156,653	(9,960)	228,098	228,098	-	81,406
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	12,253	10,160	14,994	16,805	14,171	14,720	13,525	30,371	15,252	-	-	-	142,253	141,018	1,235	184,472	184,472	-	42,219
2900	OtherClassStaff	8,002	4,388	6,675	(1,329)	4,382	11,325	(5,131)	(25,195)	3,709	-	-	-	6,826	2,357	4,469	-	-	-	(6,826)
	SUBTOTAL - Classified Salaries	**33,717**	**42,190**	**73,906**	**69,759**	**65,808**	**69,522**	**59,030**	**50,513**	**65,564**	**-**	**-**	**-**	**530,008**	**527,183**	**2,825**	**721,676**	**721,676**	**-**	**191,668**
Employee Benefits																				
3101	STRS-Certified	16,477	38,971	37,322	39,733	36,141	36,306	37,938	19,473	39,272	-	-	-	301,633	306,190	(4,557)	442,061	442,061	-	140,428
3102	STRS-Classified	-	-	-	-	-	-	358	716	941	-	-	-	2,016	971	1,045	650	650	-	(1,366)
3201	PERS-Cert	761	1,736	1,326	669	-	-	-	-	-	-	-	-	4,491	5,831	(1,340)	9,985	9,985	-	5,494
3202	PERS-Classified	6,514	7,730	13,174	12,757	11,915	11,099	8,764	7,886	10,668	-	-	-	90,507	96,100	(5,592)	146,507	146,507	-	55,999
3301	OASDI/Med-Cert	2,656	3,883	3,839	3,857	3,486	3,361	3,215	1,658	3,336	-	-	-	29,290	29,136	154	39,000	39,000	-	9,710
3302	OASDI/Med-Class	2,573	3,223	5,472	5,265	4,961	4,611	3,745	3,724	4,988	-	-	-	38,562	35,280	3,281	40,570	40,570	-	2,008
3401	HlthWelfareCert	2,242	68,042	58,199	71,776	3,032	78,233	7,555	42,760	44,290	-	-	-	376,130	384,874	(8,744)	549,277	549,277	-	173,147
3402	HlthWelfareCert	-	-	-	1,342	-	-	1,342	-	-	-	-	-	2,684	4,712	(2,028)	11,000	11,000	-	8,316
3501	UI-Certificated	-	3,573	-	-	2,445	-	60	1,817	-	-	-	-	7,895	7,921	(26)	8,000	8,000	-	105
3502	UI-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3601	WorkersCmp-Cert	10,562	3,521	3,521	3,521	3,521	3,521	3,521	3,521	3,521	-	-	-	38,730	35,209	3,521	35,209	35,209	-	(3,521)
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	437	(437)	1,791	1,791	-	1,791
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Employee Benefits	**41,784**	**130,678**	**122,853**	**138,921**	**65,502**	**137,131**	**66,497**	**81,556**	**107,016**	**-**	**-**	**-**	**891,938**	**906,661**	**(14,722)**	**1,284,049**	**1,284,049**	**-**	**392,111**
Books & Supplies																				
4100	Text&CoreCurric	-	-	1,499	12,593	1,143	-	-	335	-	-	-	-	15,571	18,020	(2,449)	25,612	25,612	-	10,042
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-	976	(976)	4,000	4,000	-	4,000
4310	Ins Mats & Sups	69	6,929	903	2,518	1,405	(4,939)	-	1,278	2,372	-	-	-	10,536	16,141	(5,605)	40,871	40,871	-	30,335
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	-	-	313	1,075	379	866	103	8	967	-	-	-	3,712	4,758	(1,047)	11,000	16,000	5,000	7,288
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	574	(574)	2,352	2,352	-	2,352
4326	Arts&MusicSupps	(230)	-	-	-	-	-	-	-	-	-	-	-	(230)	680	(910)	3,500	3,500	-	3,730
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	2,048	(2,048)	8,395	8,395	-	8,395
4340	Educat Software	3,688	1,620	3,951	1,104	17,985	110	112	-	9,900	-	-	-	38,470	32,993	5,476	46,707	46,707	-	8,238
4345	NonInstStdntSup	-	3,181	672	-	-	-	-	14	1,051	-	-	-	4,918	5,363	(445)	10,000	25,000	15,000	5,082
4346	TeacherSupplies	-	66	569	9	136	-	-	-	526	-	-	-	1,305	2,540	(1,235)	8,000	8,000	-	6,695
4350	Cust. Supplies	-	-	4,200	-	-	-	3,265	569	-	-	-	-	8,035	12,173	(4,138)	25,000	25,000	-	16,965
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	765	-	-	-	-	-	-	-	765	1,481	(716)	3,700	3,700	-	2,935
4410	ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	305	(305)	1,250	1,250	-	1,250
4440	Computers <$5k	6,630	-	-	-	-	-	-	-	-	-	-	-	6,630	7,452	(822)	10,000	10,000	-	3,370
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	29,903	-	-	(29,903)	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	-	267	-	-	-	698	-	-	-	-	-	-	965	3,547	(2,582)	11,551	11,551	-	10,586
4990	PY Expense Adj	-	-	-	-	-	(33,474)	17,668	9,974	-	-	-	-	(5,832)	(4,410)	(1,423)	-	-	-	5,832
4999	Misc Expenditure (Suspense)	15,751	7,646	18,512	13,225	(2,704)	-	-	-	-	-	-	-	52,430	39,642	12,788	-	-	-	(52,430)
	SUBTOTAL - Books and Supplies	**25,907**	**19,709**	**30,620**	**60,426**	**19,109**	**(36,739)**	**(8,755)**	**12,179**	**14,817**	**-**	**-**	**-**	**137,273**	**144,281**	**(7,008)**	**211,938**	**231,938**	**20,000**	**74,666**

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5100	CMO Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5101	CMO Fees	74,594	74,594	74,594	74,594	-	(37,851)	-	-	-	-	-	-	260,526	260,526	-	260,526	260,526	-	-
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	74	150	154	-	-	-	-	-	-	-	378	1,384	(1,005)	4,500	4,500	-	4,122
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	732	(732)	3,000	3,000	-	3,000
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	-	732	(732)	3,000	3,000	-	3,000
5300	DuesMemberships	-	1,070	-	-	-	6,760	-	-	-	-	-	-	7,830	10,798	(2,968)	20,000	20,000	-	12,170
5450	Other Insurance	8,430	2,810	2,810	2,810	2,810	2,810	2,810	2,809	2,809	-	-	-	30,908	31,002	(94)	40,000	40,000	-	9,092
5500	OpsHousekeeping	1,285	1,318	1,318	1,318	4,387	4,477	1,532	1,350	2,743	-	-	-	19,726	21,378	(1,652)	35,000	35,000	-	15,274
5510	Gas & Electric	15	4,447	11,560	10,349	4,631	4,858	4,765	5,248	3,833	-	-	-	49,706	57,855	(8,149)	95,000	95,000	-	45,294
5610	Rent & Leases	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5620	EquipmentLeases	2,046	2,680	1,480	1,575	1,965	1,272	1,734	914	737	-	-	-	14,402	17,893	(3,491)	31,000	31,000	-	16,598
5630	Reps&MaintBldng	-	-	-	-	-	-	-	245	-	-	-	-	245	10,291	(10,046)	41,435	41,435	-	41,190
5800	ProfessServices	3,360	5,367	-	-	-	6,107	29	2,485	3,324	-	-	-	20,672	23,835	(3,163)	43,943	43,943	-	23,271
5810	Legal	-	-	-	-	283	(2,075)	-	-	-	-	-	-	(1,792)	2,304	(4,096)	15,000	15,000	-	16,792
5811	Property Tax Refund	-	-	-	-	-	-	-	(3,560)	-	-	-	-	(3,560)	-	(3,560)	-	-	-	3,560
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SchPrgAcadComps	-	1,195	100	385	1,390	650	-	24	-	-	-	-	3,744	7,709	(3,965)	20,000	20,000	-	16,256
5819	SchlProgs-Other	200	155	-	2,202	3,129	4,599	4,956	5,178	10,533	-	-	-	30,952	27,668	3,285	50,138	50,138	-	19,186
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	3,171	(3,171)	13,000	13,000	-	13,000
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	1,183	635	1,697	2,234	3,306	3,988	-	-	-	13,043	21,520	(8,477)	60,164	60,164	-	47,121
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	150	-	-	-	-	-	-	864	-	-	-	1,014	11,089	(10,075)	45,000	45,000	-	43,986
5850	Oversight Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	19,174	(19,174)	78,612	78,612	-	78,612
5857	Payroll Fees	746	2,204	2,349	4,086	2,321	2,364	3,134	1,698	3,029	-	-	-	21,931	21,511	420	29,600	29,600	-	7,669
5860	Service Fees	181	17,174	553	210	244	(16,625)	29	69	39	-	-	-	1,873	1,875	(2)	2,000	2,000	-	127
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	3,250	2,691	-	316	285	5,565	60	568	7,279	-	-	-	20,014	22,709	(2,695)	53,630	53,630	-	33,616
5864	Prof Dev-Other	-	-	-	71	-	-	-	-	-	-	-	-	71	7,377	(7,305)	30,024	30,024	-	29,952
5869	SpEd Ctrct Inst	-	-	-	1,190	28,429	73,150	-	-	35,191	-	-	-	137,960	130,152	7,809	215,037	215,037	-	77,077
5870	Livescan	-	-	-	-	74	-	61	-	-	-	-	-	135	175	(40)	300	300	-	165
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	4,710	(4,710)	19,310	19,310	-	19,310
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	599	1,008	12,194	18,450	4,348	16,036	16,897	-	-	-	69,532	62,236	7,296	92,000	92,000	-	22,469
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	1,477	-	-	-	-	100	-	-	20	-	-	-	1,597	1,705	(107)	2,100	2,100	-	503
5920	TelecomInternet	-	-	-	-	-	-	-	-	3,387	-	-	-	3,387	6,341	(2,954)	26,000	26,000	-	22,613
5930	PostageDelivery	300	-	300	550	700	200	-	603	400	-	-	-	3,052	5,664	(2,612)	15,000	15,000	-	11,948
5940	Technology	-	-	9,611	958	479	479	479	479	479	-	-	-	12,964	20,821	(7,856)	46,660	46,660	-	33,696
5990	PY Expense Adjustments	-	-	-	-	-	-	(23,198)	14,121	-	-	-	-	(9,077)	-	(9,077)	-	-	-	9,077
	SUBTOTAL - Services & Other Operating Exp.	**95,885**	**115,855**	**105,348**	**102,956**	**64,110**	**76,987**	**2,973**	**51,572**	**95,552**	**-**	**-**	**-**	**711,237**	**814,336**	**(103,099)**	**1,390,980**	**1,390,980**	**-**	**679,743**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	7,605	-	-	-	-	-	-	-	-	-	-	-	7,605	7,605	-	7,605	7,605	-	-

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
6900	Depreciation	-	-	-	-	-	286,011	-	-	144,819	-	-	-	430,831	365,675	65,156	612,633	612,633	-	181,802
	SUBTOTAL - Capital Outlay & Depreciation	**7,605**	**-**	**-**	**-**	**-**	**286,011**	**-**	**-**	**144,819**	**-**	**-**	**-**	**438,436**	**373,280**	**65,156**	**620,238**	**620,238**	**-**	**181,802**
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	2,250	(2,250)	9,223	9,223	-	9,223
7438	InterestExpense	34,792	34,792	117,435	34,792	34,792	34,792	34,792	34,792	117,435	-	-	-	478,412	414,798	63,614	581,644	581,644	-	103,232
	SUBTOTAL - Other Outflows	**34,792**	**34,792**	**117,435**	**34,792**	**34,792**	**34,792**	**34,792**	**34,792**	**117,435**	**-**	**-**	**-**	**478,412**	**417,048**	**61,364**	**590,867**	**590,867**	**-**	**112,455**
TOTAL EXPENSES		**404,814**	**574,118**	**682,948**	**638,538**	**477,457**	**781,118**	**376,844**	**343,523**	**775,649**	**-**	**-**	**-**	**5,055,009**	**5,060,222**	**(5,213)**	**7,441,721**	**7,461,721**	**20,000**	**2,386,712**

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-SA	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**862,519**	**443,271**	**328,836**	**278,865**	**304,205**	**685,911**	**1,274,288**	**1,578,781**	**1,895,100**	**1,968,001**	**1,951,216**	**1,934,431**	**1,917,646**	
Revenue														
LCFF Entitlement	475,284	462,293	886,520	630,594	779,878	811,878	779,878	546,720	413,371	511,900	511,900	511,900	########	**5,606,503**
Federal Revenue	664	-	-	90,288	-	-	136,087	-	85,002	101,661	101,661	101,661	10,166	**627,190**
Other State Revenues	16,728	21,778	70,748	30,111	160,356	62,807	30,111	12,152	67,871	48,895	48,895	48,895	14,054	**633,401**
Other Local Revenues	-	967	4,133	11,408	7,888	(25,869)	10,321	6,287	8,167	3,674	3,674	3,674	367	**34,692**
Total Revenue	**492,676**	**485,038**	**961,401**	**762,401**	**948,122**	**848,816**	**956,397**	**565,159**	**574,411**	**666,130**	**666,130**	**666,130**	########	**6,901,786**
Expenses														
Certificated Salaries	165,125	230,895	232,786	231,684	228,138	213,414	222,308	112,912	230,446	240,174	240,174	240,174	24,017	**2,612,245**
Classified Salaries	33,717	42,190	73,906	69,759	65,808	69,522	59,030	50,513	65,564	62,740	62,740	62,740	6,274	**724,501**
Benefits	41,784	130,678	122,853	138,921	65,502	137,131	66,497	81,556	107,016	121,738	121,738	121,738	12,174	**1,269,327**
Books and Supplies	25,907	19,709	30,620	60,426	19,109	(36,739)	(8,755)	12,179	14,817	21,825	21,825	21,825	22,182	**224,930**
Services and Operations	95,885	115,855	105,348	102,956	64,110	76,987	2,973	51,572	95,552	186,014	186,014	186,014	18,601	**1,287,881**
Depreciation / Cap Outlay	7,605	-	-	-	-	286,011	-	-	144,819	79,664	79,664	79,664	7,966	**685,393**
Other Outflows	34,792	34,792	117,435	34,792	34,792	34,792	34,792	34,792	117,435	56,071	56,071	56,071	5,607	**652,231**
Total Expenses	**404,814**	**574,118**	**682,948**	**638,538**	**477,457**	**781,118**	**376,844**	**343,523**	**775,649**	**768,225**	**768,225**	**768,225**	**96,823**	**7,456,508**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	106,417	64,093												**170,510**
Accounts Receivable - Bond Project														**-**
Other Assets/Accrual Adj	9,565	(19,769)	289,583	696,164	806,826	(411,032)	145,878	(39,553)	309,886					**1,787,548**
Fixed Assets - Depreciation Addback	7,605	-	-	-	-	286,011	-	-	144,819	79,664	79,664	79,664		**677,427**
Fixed Assets - Acquisitions								25,959						**25,959**
Due To (From)	-	-		(33,291)	(33,291)	(33,291)	(33,291)	(33,291)	(33,291)					**(199,745)**
Expenses - Prior Year Accruals	(181,990)	(33,533)												**(215,524)**
Accounts Payable - Current Year			81,782			(173,924)	(5,503)	(29,494)	40,450					**(86,690)**
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)				-	-	(7,917)	(7,917)	(7,917)	(121,356)	-	-	-		**(145,106)**
Loans Payable (Long Term)														**-**
Total Other Transactions	**(58,403)**	**10,790**	**371,365**	**668,520**	**779,182**	**(334,505)**	**104,814**	**(78,648)**	**346,155**	**85,311**	**85,311**	**85,311**		**2,065,203**
Total Change in Cash	**29,458**	**(78,289)**	**649,818**	**792,384**	**1,249,847**	**(266,807)**	**684,367**	**142,988**	**144,917**	**(16,785)**	**(16,785)**	**(16,785)**		**1,510,481**
ENDING CASH (Local Bank 9120)	443,271	328,836	278,865	304,205	685,911	1,274,288	1,578,781	1,895,100	1,968,001	1,951,216	1,934,431	1,917,646		
ENDING CASH (County Treas. & Other)	448,706	484,852	484,852	484,852	868,141	12,957	392,832	219,501	291,517	291,517	291,517	291,517		
ENDING CASH (TOTAL)	**891,977**	**813,687**	**763,717**	**789,057**	**1,554,052**	**1,287,245**	**1,971,613**	**2,114,601**	**2,259,518**	**2,242,733**	**2,225,948**	**2,209,163**		<<< = 108 days cash



MSA-SD Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($210,081).
This is an decrease of ($44,626) from the original July Budget projected deficit of ($165,455).
This will allow MSA-SD to end this fiscal year with a balance of $132,579, which is 3.0% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.
The lowest projected ending cash balance this fiscal year is $192,650, which represents 15 days of operating costs on average.
This cash flow takes into account all intercompany loans made to date, but does not assume additional loans until approved by the Board.

SIGNIFICANT CHANGES IN REVENUE (Total change from July = increase of $7,374, or 0.2% of July revenues)

LCFF Entitlement: These "Local Control Funding Formula" revenues are the primary funding source for the school.
LCFF Entitlement projected revenues are $0 lower 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 $0 lower 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 $8,234 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 $0 lower than in the the July Budget..

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of $52,000, or 1.2% 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 ($23,650) 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 $22,000 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 $0 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

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Projected Average Daily Attendance:																423	423	-	
SUMMARY																			
Revenue																			
LCFF Entitlement	37,444	182,297	376,418	260,536	260,536	478,737	259,983	254,357	553,018	-	-	-	2,663,326	2,505,070	158,256	3,580,407	3,580,407	-	74%
Federal Revenue	-	-	-	17,602	-	-	26,759	-	9,021	-	-	-	53,382	57,723	(4,341)	99,144	99,144	-	54%
Other State Revenues	10,096	55,785	18,173	29,692	29,066	4,313	38,938	(35,332)	63,028	-	-	-	213,758	220,295	(6,537)	435,945	443,319	7,374	48%
Other Local Revenues	968	-	8,064	4,584	13,056	29,859	2,343	63,746	5,688	-	-	-	128,309	70,623	57,686	86,219	86,219	-	149%
Total Revenue	**48,508**	**238,082**	**402,655**	**312,414**	**302,658**	**512,909**	**328,023**	**282,771**	**630,755**	**-**	**-**	**-**	**3,058,775**	**2,853,710**	**205,065**	**4,201,716**	**4,209,090**	**7,374**	**73%**
Expenditures																			
Certificated Salaries	113,276	131,028	136,388	133,601	131,604	132,433	133,551	66,366	128,725	-	-	-	1,106,972	1,110,465	(3,493)	1,520,342	1,520,342	-	73%
Classified Salaries	30,900	27,109	33,616	32,065	35,918	32,315	34,778	21,957	30,510	-	-	-	279,169	279,327	(158)	374,399	350,749	(23,650)	80%
Benefits	24,445	33,625	35,402	60,036	35,816	35,124	37,613	19,567	172,560	-	-	-	454,189	377,572	76,617	674,996	674,996	-	67%
Books and Supplies	227	158	20,703	10,416	960	54,238	(9,259)	(1,330)	10,167	-	-	-	86,279	82,786	3,493	103,475	123,475	20,000	70%
Services and Operating Exp.	51,491	94,403	111,792	85,432	111,780	100,786	216,794	111,498	381,368	-	-	-	1,265,345	1,075,007	190,337	1,667,202	1,722,852	55,650	73%
Depreciation & Cap Outlay	-	-	-	-	-	4,301	-	-	3,650	-	-	-	7,951	8,130	(179)	20,000	20,000	-	40%
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	1,648	(1,648)	6,756	6,756	-	0%
Total Expenditures	**220,340**	**286,324**	**337,901**	**321,551**	**316,078**	**359,196**	**413,477**	**218,058**	**726,980**	**-**	**-**	**-**	**3,199,904**	**2,934,935**	**264,969**	**4,367,170**	**4,419,170**	**52,000**	**72%**
Net Revenues													**(141,129)**	**(81,225)**	(59,904)	**(165,455)**	**(210,081)**	(44,626)	

Fund Balance		
Beginning Balance (Audited)	342,660	
Net Revenues	(210,081)	
Ending Fund Balance	**132,579**	
Components of Fund Bal.		
Available For Econ. Uncert.	(107,626)	-2.4% of Expenditures
Restricted Balances (Est.)	5,531	0.1% of Expenditures
Net Fixed Assets	234,674	5.3% of Expenditures
Ending Fund Balance	**132,579**	**3.0% of Expenditures**

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget

REVENUE DETAIL		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Actual YTD	Budget YTD	Variance	Second Interim 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	67,399	67,399	62,774	62,774	-	-	-	537,431	614,080	(76,649)	851,892	851,892	-	314,461
8012	EPA Entitlement	-	-	19,313	-	-	19,312	-	-	24,942	-	-	-	63,567	38,625	24,942	84,600	84,600	-	21,033
8019	Prior Year Adjustments	-	-	-	-	-	-	(553)	(1,554)	4,954	-	-	-	2,847	(1,593)	4,440	-	-	-	(2,847)
8096	InLieuPropTaxes	-	144,853	289,706	193,137	193,137	392,026	193,137	193,137	460,348	-	-	-	2,059,481	1,853,958	205,523	2,643,915	2,643,915	-	584,434
	SUBTOTAL - LCFF Entitlement	**37,444**	**182,297**	**376,418**	**260,536**	**260,536**	**478,737**	**259,983**	**254,357**	**553,018**	**-**	**-**	**-**	**2,663,326**	**2,505,070**	**158,256**	**3,580,407**	**3,580,407**	**-**	**917,081**
Federal Revenue																				
8181	SpEd - Revenue	-	-	-	-	-	-	2,235	-	-	-	-	-	2,235	13,514	(11,279)	48,480	48,480	-	46,245
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	All Other Federal Revenue	-	-	-	17,602	-	-	24,524	-	9,021	-	-	-	51,147	44,208	6,939	50,664	50,664	-	(483)
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Federal Revenue	**-**	**-**	**-**	**17,602**	**-**	**-**	**26,759**	**-**	**9,021**	**-**	**-**	**-**	**53,382**	**57,723**	**(4,341)**	**99,144**	**99,144**	**-**	**45,762**
Other State Revenue																				
8311	SpEd Revenue	10,096	10,096	18,173	18,173	18,173	18,173	18,173	-	43,548	-	-	-	154,605	137,751	16,854	220,501	220,501	-	65,896
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	6,512	-	-	-	-	-	-	-	6,512	6,512	-	6,512	6,512	-	-
8560	StateLotteryRev	-	-	-	11,519	-	10,379	20,765	-	19,480	-	-	-	62,142	54,573	7,570	91,494	91,494	-	29,352
8590	AllOthStateRev	-	45,689	-	-	4,381	(24,239)	-	(35,332)	-	-	-	-	(9,501)	21,460	(30,961)	117,438	124,812	7,374	126,939
8595	State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Other State Revenue	**10,096**	**55,785**	**18,173**	**29,692**	**29,066**	**4,313**	**38,938**	**(35,332)**	**63,028**	**-**	**-**	**-**	**213,758**	**220,295**	**(6,537)**	**435,945**	**443,319**	**7,374**	**222,187**
Local Revenue																				
8600	Other Local Rev	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	967	-	420	114	-	291	243	-	352	-	-	-	2,388	2,852	(464)	5,381	5,381	-	2,994
8690	OthLocal-Suspense	-	-	-	-	-	(2,258)	(57,029)	59,287	-	-	-	-	-	-	-	-	-	-	-
8695	PY Rev Adj	-	-	-	-	-	-	57,029	-	-	-	-	-	57,029	-	57,029	-	-	-	(57,029)
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	(0)	(24,689)	-	-	-	-	-	1	1	0	0	0	-	(1)
8999	Misc Revenue (Suspense)	-	-	-	481	-	31,826	(29,725)	4,459	5,336	-	-	-	12,377	5,324	7,053	-	-	-	(12,377)
	SUBTOTAL - Local Revenue	**968**	**-**	**8,064**	**4,584**	**13,056**	**29,859**	**(54,171)**	**63,746**	**5,688**	**-**	**-**	**-**	**71,795**	**8,176**	**63,619**	**5,381**	**5,381**	**-**	**(66,414)**
Fundraising & Grants																				
8802	Donations - Private	-	-	-	-	-	-	1,204	(1,204)	-	-	-	-	-	-	-	-	-	-	-
8803	Fundraising	-	-	-	-	-	0	55,310	1,204	-	-	-	-	56,514	62,447	(5,933)	80,838	80,838	-	24,324
	SUBTOTAL - Fundraising & Grant	**-**	**-**	**-**	**-**	**-**	**0**	**56,514**	**-**	**-**	**-**	**-**	**-**	**56,514**	**62,447**	**(5,933)**	**80,838**	**80,838**	**-**	**24,324**
TOTAL REVENUE		**48,508**	**238,082**	**402,655**	**312,414**	**302,658**	**512,909**	**328,023**	**282,771**	**630,755**	**-**	**-**	**-**	**3,058,775**	**2,853,710**	**205,065**	**4,201,716**	**4,209,090**	**7,374**	**1,142,940**
EXPENSES																				
Certificated Salaries																				
1100	TeacherSalaries	64,810	102,161	106,868	104,081	102,084	102,913	104,031	51,606	99,205	-	-	-	837,758	838,400	(642)	1,147,924	1,147,924	-	310,166

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
1300	Cert Adminis	48,466	28,868	29,520	29,520	29,520	29,520	29,520	14,760	29,520	-	-	-	269,214	272,066	(2,852)	372,418	372,418	-	103,204
	SUBTOTAL - Certificated Salaries	**113,276**	**131,028**	**136,388**	**133,601**	**131,604**	**132,433**	**133,551**	**66,366**	**128,725**	-	-	-	**1,106,972**	**1,110,465**	**(3,493)**	**1,520,342**	**1,520,342**	-	**413,370**

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	3,762	6,869	11,753	11,069	10,341	10,232	18,130	6,910	9,944	-	-	-	89,009	94,107	(5,097)	140,736	117,086	(23,650)	51,726
2200	Classified Support	13,106	9,378	12,630	10,292	10,066	10,299	2,825	6,807	9,373	-	-	-	84,777	80,016	4,761	94,312	94,312	-	9,535
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	9,594	10,620	10,668	10,620	10,890	11,640	21,916	5,544	10,968	-	-	-	102,461	103,165	(705)	139,350	139,350	-	36,890
2900	OtherClassStaff	4,438	241	(1,435)	84	4,621	144	(8,094)	2,696	226	-	-	-	2,921	2,038	883	-	-	-	(2,921)
	SUBTOTAL - Classified Salaries	**30,900**	**27,109**	**33,616**	**32,065**	**35,918**	**32,315**	**34,778**	**21,957**	**30,510**	**-**	**-**	**-**	**279,169**	**279,327**	**(158)**	**374,399**	**350,749**	**(23,650)**	**95,230**
Employee Benefits																				
3101	STRS-Certified	11,738	22,325	21,878	22,638	23,056	22,569	22,657	11,771	21,961	-	-	-	180,593	181,569	(977)	252,676	252,676	-	72,083
3102	STRS-Classified	1,427	1,368	1,565	1,611	1,560	1,527	1,486	835	1,572	-	-	-	12,951	13,460	(508)	19,909	19,909	-	6,958
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	3,845	3,482	4,485	4,284	4,169	4,297	4,366	2,747	4,075	-	-	-	35,750	35,966	(216)	49,268	49,268	-	13,518
3301	OASDI/Med-Cert	1,643	1,811	1,941	1,897	1,973	1,918	1,981	1,000	1,868	-	-	-	16,031	16,290	(258)	22,880	21,198	(1,682)	6,848
3302	OASDI/Med-Class	1,529	1,522	1,930	1,790	1,800	1,844	1,864	1,161	1,737	-	-	-	15,177	15,587	(410)	22,242	22,242	-	7,065
3401	HlthWelfareCert	356	1,558	1,276	26,513	-	(2,334)	3,958	504	125,244	-	-	-	157,075	92,152	64,923	279,146	279,146	-	122,072
3402	HlthWelfareCert	-	-	1,026	-	-	4,000	-	-	14,801	-	-	-	19,827	6,087	13,740	9,376	9,376	-	(10,451)
3501	UI-Certificated	-	257	-	-	236	-	-	247	-	-	-	-	741	1,048	(307)	2,000	2,000	-	1,259
3502	UI-Classified	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3601	WorkersCmp-Cert	3,907	1,302	1,302	1,302	3,023	1,302	1,302	1,302	1,302	-	-	-	16,044	15,049	995	16,000	19,182	3,182	(44)
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	366	(366)	1,500	-	(1,500)	1,500
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Employee Benefits	**24,445**	**33,625**	**35,402**	**60,036**	**35,816**	**35,124**	**37,613**	**19,567**	**172,560**	**-**	**-**	**-**	**454,189**	**377,572**	**76,617**	**674,996**	**674,996**	**-**	**220,807**
Books & Supplies																				
4100	Text&CoreCurric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4200	BooksOthRefMats	-	-	-	-	-	-	-	153	-	-	-	-	153	153	(0)	154	154	0	0
4310	Ins Mats & Sups	67	-	-	-	203	1,261	-	4,226	247	-	-	-	6,004	10,713	(4,709)	26,074	26,074	-	20,070
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	160	158	-	315	490	383	158	-	311	-	-	-	1,975	1,845	130	2,407	7,407	5,000	432
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	1,431	-	-	-	-	-	-	-	-	1,431	1,687	(256)	2,481	2,481	-	1,050
4335	PE Supplies	-	-	-	1,701	-	-	-	-	-	-	-	-	1,701	1,896	(195)	2,500	2,500	-	799
4340	Educat Software	-	-	1,773	1,800	-	-	-	-	7,725	-	-	-	11,298	6,389	4,909	15,120	15,120	-	3,822
4345	NonInstStdntSup	-	-	-	-	59	-	131	360	561	-	-	-	1,110	1,879	(768)	6,000	21,000	15,000	4,890
4346	TeacherSupplies	-	-	-	268	289	151	-	-	106	-	-	-	814	1,145	(331)	2,500	2,500	-	1,686
4350	Cust. Supplies	-	-	453	749	187	-	183	312	744	-	-	-	2,628	2,977	(349)	6,365	6,365	-	3,737
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	-	-	-	-	-	6,220	(6,220)	25,500	-	(25,500)	25,500
4410	ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	732	(732)	3,000	3,000	-	3,000
4440	Computers <$5k	-	-	-	189	-	-	-	-	-	-	-	-	189	1,362	(1,174)	5,000	5,000	-	4,811
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	7,348	-	-	-	(7,348)	1,666	-	-	-	-	1,666	1,260	406	-	25,500	25,500	(1,666)
4710	Food	-	-	-	29	(269)	-	-	-	-	-	-	-	(240)	(30)	(210)	622	622	-	862
4720	Food:Other Food	-	-	-	544	-	-	-	-	474	-	-	-	1,018	1,814	(796)	5,752	5,752	-	4,734
4990	PY Expense Adj	-	-	-	-	-	53,443	(2,382)	(8,047)	-	-	-	-	43,014	32,523	10,491	-	-	-	(43,014)
4999	Misc Expenditure (Suspense)	-	-	11,129	3,390	-	(1,000)	-	-	-	-	-	-	13,518	10,221	3,297	-	-	-	(13,518)
	SUBTOTAL - Books and Supplies	**227**	**158**	**20,703**	**10,416**	**960**	**54,238**	**(9,259)**	**(1,330)**	**10,167**	**-**	**-**	**-**	**86,279**	**82,786**	**3,493**	**103,475**	**123,475**	**20,000**	**17,196**
Services & Other Operating Expenses																				

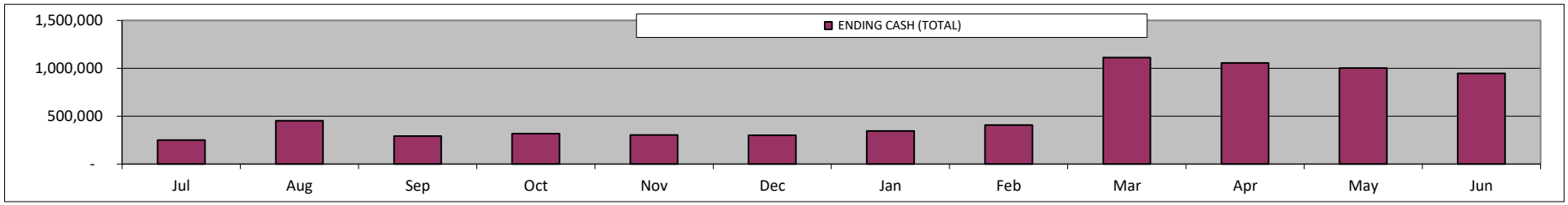
March 2020 Monthly Update Actuals through March 31, 2020)		Year To Date															Annual Budget			
MSA SD		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
5100	CMO Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5101	CMO Fees	-	-	-	-	-	34,631	-	-	231,432	-	-	-	266,063	118,186	147,877	377,207	343,207	(34,000)	111,144
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	-	130	-	119	-	-	-	-	-	-	249	1,408	(1,159)	5,000	5,000	-	4,751
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	684	-	-	-	-	330	-	-	-	1,014	2,395	(1,381)	7,700	7,700	-	6,686
5300	DuesMemberships	-	-	1,070	-	-	-	4,100	-	-	-	-	-	5,170	6,104	(934)	9,000	9,000	-	3,830
5450	Other Insurance	5,639	1,880	1,880	1,880	4,365	1,880	1,880	1,880	1,880	-	-	-	23,164	21,702	1,461	23,000	23,000	-	(164)
5500	OpsHousekeeping	-	743	521	1,286	788	245	1,236	365	365	-	-	-	5,550	7,701	(2,151)	15,500	15,500	-	9,950
5510	Gas & Electric	-	3,282	7,629	9,276	7,743	5,322	4,678	4,975	5,858	-	-	-	48,762	47,074	1,688	60,000	60,000	-	11,238
5610	Rent & Leases	39,681	79,681	59,681	59,681	59,681	20,000	174,952	59,681	59,681	-	-	-	612,719	592,827	19,892	716,172	716,172	-	103,453
5620	EquipmentLeases	-	-	2,797	(4,255)	1,595	1,362	1,526	2,149	1,330	-	-	-	6,503	6,817	(314)	11,912	11,912	-	5,409
5630	Reps&MaintBldng	-	-	3,975	-	-	-	860	1,450	614	-	-	-	6,899	7,435	(536)	11,000	11,000	-	4,101
5800	ProfessServices	-	3,238	-	-	4,689	36	(1,637)	-	-	-	-	-	6,326	9,882	(3,557)	20,908	20,908	-	14,582
5810	Legal	-	-	4,725	4,687	1,938	24	6,267	4,598	-	-	-	-	22,237	22,722	(485)	24,226	42,226	18,000	1,989
5811	Property Tax Refund	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	3,488	-	18,352	12,647	7,274	6,276	8,694	-	-	-	56,731	56,816	(84)	84,029	84,029	-	27,298
5814	SchPrgAcadComps	-	-	-	-	88	-	-	165	150	-	-	-	403	1,188	(785)	4,088	4,088	-	3,685
5819	SchlProgs-Other	295	-	-	-	-	-	250	146	580	-	-	-	1,271	1,084	188	2,300	2,300	-	1,029
5820	Audit & CPA	-	-	-	-	-	-	-	-	-	-	-	-	-	2,073	(2,073)	8,500	8,500	-	8,500
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	-	630	750	3,960	-	335	-	-	-	5,675	15,257	(9,582)	46,000	46,000	-	40,325
5836	FieldTrip Trans	-	-	-	1,890	1,299	-	2,250	2,856	2,704	-	-	-	10,999	9,077	1,922	11,500	11,500	-	501
5840	MarkngStdtRecrt	-	-	-	-	515	2,424	-	-	560	-	-	-	3,499	5,881	(2,382)	15,000	15,000	-	11,501
5850	Oversight Fees	3,156	3,156	2,975	-	-	3,248	3,248	3,248	3,248	-	-	-	22,277	23,603	(1,325)	37,779	37,779	-	15,502
5857	Payroll Fees	1,309	1,141	1,154	850	1,154	1,154	1,816	851	1,185	-	-	-	10,616	9,079	1,537	7,990	7,990	-	(2,626)
5860	Service Fees	-	-	39	-	35	-	-	-	-	-	-	-	75	300	(226)	1,000	1,000	-	925
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	1,558	198	939	-	-	-	50	-	-	-	2,745	3,480	(735)	5,914	5,914	-	3,170
5864	Prof Dev-Other	-	-	-	-	-	-	-	-	-	-	-	-	-	1,151	(1,151)	4,717	4,717	-	4,717
5869	SpEd Ctrct Inst	-	-	9,854	5,705	3,737	8,522	-	18,091	56,965	-	-	-	102,873	55,633	47,240	85,781	157,431	71,650	(17,092)
5870	Livescan	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	407	(407)	1,669	1,669	-	1,669
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	1,572	1,696	2,906	4,478	2,482	3,258	1,996	-	-	-	18,388	17,516	872	21,000	21,000	-	2,612
5890	OthSvcsNon-Inst	269	269	269	-	-	346	346	346	346	-	-	-	2,191	1,676	515	1,153	1,153	-	(1,038)
5900	Communications	-	-	-	-	-	2,010	-	-	-	-	-	-	2,010	2,010	-	2,010	2,010	-	-
5920	TelecomInternet	958	828	828	1,451	832	833	828	140	2,587	-	-	-	9,286	11,895	(2,609)	28,000	28,000	-	18,714
5930	PostageDelivery	184	184	184	-	220	483	205	751	205	-	-	-	2,415	2,890	(476)	5,000	5,000	-	2,585
5940	Technology	-	-	7,593	274	274	274	274	274	274	-	-	-	9,235	9,738	(503)	12,147	12,147	-	2,912
5990	PY Expense Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Services & Other Op	**51,491**	**94,403**	**111,792**	**85,432**	**111,780**	**100,786**	**216,794**	**111,498**	**381,368**	**-**	**-**	**-**	**1,265,345**	**1,075,007**	**190,337**	**1,667,202**	**1,722,852**	**55,650**	**401,858**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
6900	Depreciation	-	-	-	-	-	4,301	-	-	3,650	-	-	-	7,951	8,130	(179)	20,000	20,000	-	12,049
	SUBTOTAL - Capital Outlay & Dep	-	-	-	-	-	4,301	-	-	3,650	-	-	-	7,951	8,130	(179)	20,000	20,000	-	12,049
Other Outflows																				
7299	Other Outgo (not incl. SPED Encroa	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-	1,079	(1,079)	4,423	4,423	-	4,423
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-	569	(569)	2,333	2,333	-	2,333
	SUBTOTAL - Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	1,648	(1,648)	6,756	6,756	-	6,756
TOTAL EXPENSES		220,340	286,324	337,901	321,551	316,078	359,196	413,477	218,058	726,980	-	-	-	3,199,904	2,934,935	264,969	4,367,170	4,419,170	52,000	1,167,267

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MSA-SD	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	TOTAL
BEGINNING CASH	**160,322**	**208,561**	**410,528**	**245,924**	**270,711**	**258,159**	**192,650**	**250,325**	**300,609**	**915,037**	**859,604**	**804,171**	**748,738**	
Revenue														
LCFF Entitlement	37,444	182,297	376,418	260,536	260,536	478,737	259,983	254,357	553,018	314,792	314,792	314,792	130,962	**3,738,663**
Federal Revenue	-	-	-	17,602	-	-	26,759	-	9,021	13,362	13,362	13,362	1,336	**94,803**
Other State Revenues	10,096	55,785	18,173	29,692	29,066	4,313	38,938	(35,332)	63,028	69,565	69,565	69,565	14,330	**436,782**
Other Local Revenues	968	-	8,064	4,584	13,056	29,859	2,343	63,746	5,688	5,031	5,031	5,031	503	**143,906**
Total Revenue	**48,508**	**238,082**	**402,655**	**312,414**	**302,658**	**512,909**	**328,023**	**282,771**	**630,755**	**402,749**	**402,749**	**402,749**	**147,132**	**4,414,155**
Expenses														
Certificated Salaries	113,276	131,028	136,388	133,601	131,604	132,433	133,551	66,366	128,725	132,218	132,218	132,218	13,222	**1,516,849**
Classified Salaries	30,900	27,109	33,616	32,065	35,918	32,315	34,778	21,957	30,510	30,668	30,668	30,668	(20,583)	**350,591**
Benefits	24,445	33,625	35,402	60,036	35,816	35,124	37,613	19,567	172,560	95,943	95,943	95,943	9,594	**751,613**
Books and Supplies	227	158	20,703	10,416	960	54,238	(9,259)	(1,330)	10,167	6,674	6,674	6,674	20,667	**126,968**
Services and Operations	51,491	94,403	111,792	85,432	111,780	100,786	216,794	111,498	381,368	191,031	191,031	191,031	74,753	**1,913,190**
Depreciation / Cap Outlay	-	-	-	-	-	4,301	-	-	3,650	3,829	3,829	3,829	383	**19,821**
Other Outflows	-	-	-	-	-	-	-	-	-	1,648	1,648	1,648	165	**5,108**
Total Expenses	**220,340**	**286,324**	**337,901**	**321,551**	**316,078**	**359,196**	**413,477**	**218,058**	**726,980**	**462,011**	**462,011**	**462,011**	**98,201**	**4,684,139**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	258,891	52,657	(553)	9,826	(553)	(183,324)			553					**137,497**
Accounts Receivable - Current Year														**-**
Other Assets/Accrual Adj	(57,770)	(11,823)	(39,109)	(586)	(10,169)	(2,699)	(11,654)	44,548	7,125					**(82,138)**
Fixed Assets - Depreciation Addback	-	-	-	-	-	4,301	-	-	3,650	3,829	3,829	3,829		**19,438**
Fixed Assets - Acquisitions									(34,000)					**(34,000)**
Due To (From)	100,000	200,000	(200,000)	1,142	-	-		(28,752)	-					**72,390**
Expenses - Prior Year Accruals	(98,600)													**(98,600)**
Accounts Payable - Current Year		9,375	15,664	18,555	6,603	18,540	37,009	(19,114)	25,395					**112,027**
Summer Holdback for Teachers				4,987	4,987	4,987	4,987							**19,948**
Loans Payable (Current)	100,000			-	-	-	100,000	-	800,000		-			**1,000,000**
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-		**-**
Total Other Transactions	**302,520**	**250,209**	**(223,998)**	**33,924**	**868**	**(158,195)**	**130,342**	**(3,317)**	**802,722**	**3,829**	**3,829**	**3,829**		**1,146,561**
Total Change in Cash	**130,688**	**201,967**	**(159,244)**	**24,787**	**(12,552)**	**(4,483)**	**44,888**	**61,396**	**706,497**	**(55,433)**	**(55,433)**	**(55,433)**		**876,576**

ENDING CASH (Local Bank 9120)	208,561	410,528	245,924	270,711	258,159	192,650	250,325	300,609	915,037	859,604	804,171	748,738	
ENDING CASH (County Treas. & Other)	40,220	40,221	45,581	45,581	45,581	106,607	93,820	104,932	197,001	197,001	197,001	197,001	
ENDING CASH (TOTAL)	**248,781**	**450,749**	**291,505**	**316,291**	**303,740**	**299,257**	**344,145**	**405,541**	**########**	**########**	**########**	**945,739**	<<< = 74 days cash



MERF Executive Summary

SUMMARY OF RESULTS

This latest Current Forecast update projects a budget deficit of ($671,588).
This is an decrease of ($34,000) from the original July Budget projected deficit of ($637,588).
This will allow MERF to end this fiscal year with a balance of $952,075, which is 16.8% of annual expenditures.

CASH FLOW

Operating cash flow is projected to remain positive throughout this fiscal year, as shown in the attached monthly cash flow schedule.
The lowest projected ending cash balance this fiscal year is $1,706,614, which represents 113 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 $41,000, or 0.8% 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 ($34,000) lower than in the July Budget.

SIGNIFICANT CHANGES IN EXPENSES (Total change from July = increase of $75,000, or 1.3% of July expenses)

Federal Revenues are projected at $0 lower than in the July Budget.
Salaries and Benefits costs are $0 lower than in the July Budget, reflecting budget adjustments.

Other State Revenues are projected at $8,234 higher than in the July Budget.
Books & Supplies costs are projected at $76,000 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 ($1,000) lower than in the July Budget, due to targeted budget adjustments (see detail).

Depreciation, Capital Outlay, and Other Outgo: This category includes depreciation on fixed assets, interest, and SELPA encroachment.
These costs are projected at $0 lower than in the July Budget, reflecting updated depreciation and encroachment projections.

DMS
DELTA MANAGED SOLUTIONS

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Projected Average Daily Attendance:																	-	-	
SUMMARY																			
Revenue																			
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	75,000	75,000	0%
Other Local Revenues	428,452	431,304	434,806	300,898	280,147	589,075	339,492	368,945	589,103	-	-	-	3,762,223	3,605,124	157,099	4,944,337	4,910,337	(34,000)	77%
Total Revenue	**428,452**	**431,304**	**434,806**	**300,898**	**280,147**	**589,075**	**339,492**	**368,945**	**589,103**	**-**	**-**	**-**	**3,762,223**	**3,605,124**	**157,099**	**4,944,337**	**4,985,337**	**41,000**	**75%**
Expenditures																			
Certificated Salaries	51,055	51,055	51,055	51,055	51,055	51,055	51,055	25,528	51,055	-	-	-	433,970	472,886	(38,915)	751,794	751,794	-	58%
Classified Salaries	158,115	165,066	170,181	148,083	166,114	167,183	143,873	87,912	165,249	-	-	-	1,371,776	1,354,884	16,892	1,814,791	1,814,791	-	76%
Benefits	62,695	69,106	86,098	172,476	42,904	109,051	75,867	34,662	69,764	-	-	-	722,623	715,501	7,122	909,691	909,691	-	79%
Books and Supplies	8,776	20,305	2,135	36,728	3,688	865	5,685	1,814	2,436	-	-	-	82,431	91,284	(8,853)	126,278	202,278	76,000	41%
Services and Operating Exp.	99,096	181,293	53,467	150,673	150,502	116,626	186,841	123,330	96,165	-	-	-	1,157,994	1,261,231	(103,237)	1,979,371	1,978,371	(1,000)	59%
Depreciation & Cap Outlay	-	-	-	-	-	430	-	-	215	-	-	-	644	325	320	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures	**379,738**	**486,826**	**362,938**	**559,016**	**414,264**	**445,209**	**463,321**	**273,245**	**384,883**	**-**	**-**	**-**	**3,769,439**	**3,896,111**	**(126,672)**	**5,581,925**	**5,656,925**	**75,000**	**67%**
Net Revenues													**(7,216)**	**(290,986)**	283,770	**(637,588)**	**(671,588)**	(34,000)	

Fund Balance		
Beginning Balance (Audited)	1,623,663	
Net Revenues	(671,588)	
Ending Fund Balance	**952,075**	
Components of Fund Bal.		
Available For Econ. Uncert.	935,457	16.5% of Expenditures
Restricted Balances (Est.)	-	0.0% of Expenditures
Net Fixed Assets	16,618	0.3% of Expenditures
Ending Fund Balance	**952,075**	**16.8% of Expenditures**

DELTA MANAGED S

March 2020 Monthly Update Actuals through March 31, 2020)	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	Second Interim Budget	Current Forecast	Change From 2nd Interim	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	Second Interim Budget	Current Forecast	Adopted Budget vs. Current Forecast	Current Forecast Remaining
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue																			
8311 SpEd Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8520 SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8550 MandCstReimburs	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8560 StateLotteryRev	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8590 AllOthStateRev	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	75,000	75,000	-
8595 State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	**75,000**	**75,000**	-
Local Revenue																			
8600 Other Local Rev	-	1,853	-	-	-	-	(1,853)	-	-	-	-	-	-	-	-	-	-	-	-
8634 StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8690 OthLocal-Suspense	-	-	-	-	-	-	-	-	(10,150)	-	-	-	(10,150)	-	(10,150)	-	-	-	10,150
8695 PY Rev Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8701 CMO Fee - MSA-1	74,594	74,594	74,594	74,594	-	149,189	54,408	71,710	71,710	-	-	-	645,394	652,086	(6,691)	895,132	895,132	-	249,737
8702 CMO Fee - MSA-2	67,601	67,601	67,601	67,601	-	135,202	49,306	64,988	64,988	-	-	-	584,888	590,952	(6,064)	811,213	811,213	-	226,325
8703 CMO Fee - MSA-3	74,594	74,594	74,594	-	149,189	69,651	69,651	69,651	69,651	-	-	-	651,574	658,316	(6,742)	895,132	895,132	-	243,558
8704 CMO Fee - MSA-4	5,595	5,595	5,595	-	11,189	1,382	1,382	1,382	1,382	-	-	-	33,501	40,660	(7,158)	67,135	67,135	-	33,633
8705 CMO Fee - MSA-5	13,986	13,986	13,986	-	27,973	51,476	51,476	51,476	51,476	-	-	-	275,835	210,574	65,262	167,837	167,837	-	(107,999)
8706 CMO Fee - MSA-6	5,595	5,595	5,595	-	11,189	1,382	1,382	1,382	1,382	-	-	-	33,501	40,660	(7,158)	67,135	67,135	-	33,633
8707 CMO Fee - MSA-7	37,297	37,297	37,297	-	74,594	34,825	34,825	34,825	34,825	-	-	-	325,787	329,158	(3,371)	447,566	447,566	-	121,779
8708 CMO Fee - MSA-8	74,594	74,594	74,594	74,594	-	149,189	54,408	71,710	71,710	-	-	-	645,394	652,086	(6,691)	895,132	895,132	-	249,737
8709 CMO Fee - MSA-SA	74,594	74,594	74,594	74,594	-	(37,851)	-	-	-	-	-	-	260,526	268,966	(8,440)	295,132	295,132	-	34,606
8712 CMO Fee - MSA-SD	-	-	-	-	-	34,631	-	-	231,432	-	-	-	266,063	122,177	143,886	393,570	359,570	(34,000)	127,507
8699 Other Revenue	1	1,000	6,355	9,514	6,013	0	(13,469)	-	-	-	-	-	9,414	9,400	14	9,355	9,355	-	(59)
8999 Misc Revenue (Suspense)	-	-	-	-	-	-	21,625	1,820	681	-	-	-	24,126	17,727	6,399	-	-	-	(24,126)
SUBTOTAL - Local Revenue	**428,452**	**431,304**	**434,806**	**300,898**	**280,147**	**589,075**	**323,140**	**368,945**	**589,088**	**-**	**-**	**-**	**3,745,856**	**3,592,761**	**153,095**	**4,944,337**	**4,910,337**	**(34,000)**	**1,198,482**
Fundraising & Grants																			
8802 Donations - Private	-	-	-	-	-	(0)	16,352	-	15	-	-	-	16,367	12,364	4,003	-	-	-	(16,367)
8803 Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL - Fundraising & Grants	-	-	-	-	-	**(0)**	**16,352**	-	**15**	-	-	-	**16,367**	**12,364**	**4,003**	-	-	-	**(16,367)**
TOTAL REVENUE	**428,452**	**431,304**	**434,806**	**300,898**	**280,147**	**589,075**	**339,492**	**368,945**	**589,103**	**-**	**-**	**-**	**3,762,223**	**3,605,124**	**157,099**	**4,944,337**	**4,985,337**	**41,000**	**1,182,114**
EXPENSES																			
Certificated Salaries																			
1100 TeacherSalaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1300 Cert Adminis	51,055	51,055	51,055	51,055	51,055	51,055	51,055	25,528	51,055	-	-	-	433,970	472,886	(38,915)	751,794	751,794	-	317,824
SUBTOTAL - Certificated Salaries	**51,055**	**51,055**	**51,055**	**51,055**	**51,055**	**51,055**	**51,055**	**25,528**	**51,055**	**-**	**-**	**-**	**433,970**	**472,886**	**(38,915)**	**751,794**	**751,794**	**-**	**317,824**

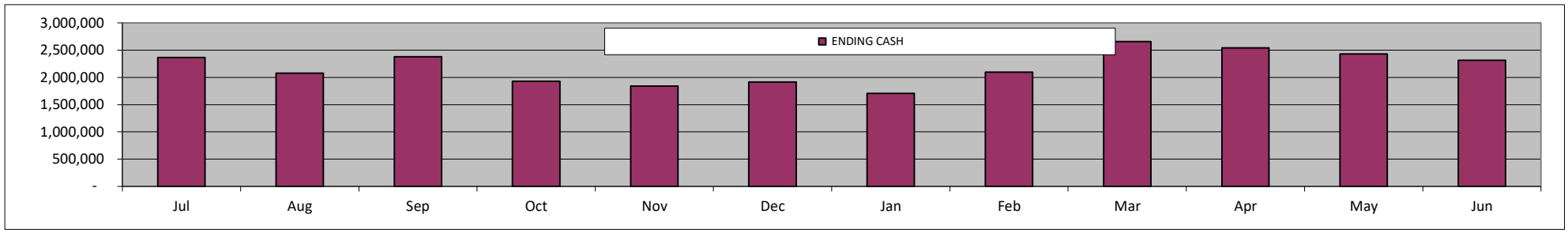
March 2020 Monthly Update Actuals through March 31, 2020)		Year To Date														Annual Budget			
MSA MERF		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals	Actual YTD	Approved Budget YTD	Variance	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Classified Salaries																				
2100	Instructional Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2200	Classified Support	-	3,465	4,687	4,484	4,281	4,484	3,873	2,650	3,873	-	-	-	31,798	21,114	10,684	-	-	-	(31,798)
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	109,728	114,487	118,380	96,485	114,719	115,584	92,886	61,706	114,262	-	-	-	938,236	928,869	9,367	1,254,040	1,254,040	-	315,804
2900	OtherClassStaff	48,387	47,114	47,114	47,114	47,114	47,114	47,114	23,557	47,114	-	-	-	401,742	404,901	(3,160)	560,750	560,750	-	159,008
	SUBTOTAL - Classified Salaries	**158,115**	**165,066**	**170,181**	**148,083**	**166,114**	**167,183**	**143,873**	**87,912**	**165,249**	**-**	**-**	**-**	**1,371,776**	**1,354,884**	**16,892**	**1,814,791**	**1,814,791**	**-**	**443,014**
Employee Benefits																				
3101	STRS-Certified	8,705	8,705	8,140	144,836	8,705	25,686	8,705	4,352	8,705	-	-	-	226,538	189,357	37,181	101,080	101,080	-	(125,459)
3102	STRS-Classified	7,225	7,867	7,276	5,256	7,867	7,867	3,871	3,933	7,867	-	-	-	59,028	50,379	8,649	47,954	47,954	-	(11,074)
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3202	PERS-Classified	4,746	4,746	4,746	4,746	4,746	4,746	4,746	2,373	4,746	-	-	-	40,345	60,097	(19,752)	136,042	136,042	-	95,697
3301	OASDI/Med-Cert	740	740	740	740	740	740	740	370	740	-	-	-	6,293	51,022	(44,729)	191,978	191,978	-	185,685
3302	OASDI/Med-Class	9,453	9,741	9,687	8,315	7,991	8,073	9,854	5,289	9,768	-	-	-	78,169	52,291	25,879	2,348	2,348	-	(75,821)
3401	HlthWelfareCert	3,055	15,704	41,681	11,581	4,022	44,378	24,023	21,422	23,812	-	-	-	189,677	215,778	(26,100)	370,505	370,505	-	180,828
3402	HlthWelfareCert	-	-	-	-	-	-	-	-	-	-	-	-	-	(4,776)	4,776	(19,580)	(19,580)	-	(19,580)
3501	UI-Certificated	-	-	-	-	-	-	1,568	-	-	-	-	-	1,568	1,374	194	774	774	-	(794)
3502	UI-Classified	221	396	209	(413)	-	-	7,000	521	27	-	-	-	7,961	6,120	1,841	496	496	-	(7,465)
3601	WorkersCmp-Cert	16,414	5,472	5,472	(10,943)	2,736	2,736	2,736	(10,442)	2,736	-	-	-	16,917	20,065	(3,148)	38,305	38,305	-	21,388
3701	Other Retirement-Cert	8,291	11,856	4,072	4,240	2,018	10,672	8,342	4,569	7,602	-	-	-	61,663	42,477	19,186	6,566	6,566	-	(55,097)
3901	OthBenes-Cert	-	-	-	-	-	-	28	-	-	-	-	-	28	4,727	(4,699)	19,292	19,292	-	19,264
3902	OthBenes-Class	3,844	3,878	4,075	4,117	4,079	4,152	4,254	2,273	3,761	-	-	-	34,434	26,590	7,845	13,930	13,930	-	(20,504)
	SUBTOTAL - Employee Benefits	**62,695**	**69,106**	**86,098**	**172,476**	**42,904**	**109,051**	**75,867**	**34,662**	**69,764**	**-**	**-**	**-**	**722,623**	**715,501**	**7,122**	**909,691**	**909,691**	**-**	**187,068**
Books & Supplies																				
4100	Text&CoreCurric	-	-	-	-	-	-	-	-	116	-	-	-	116	244	(128)	1,000	1,000	-	884
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4310	Ins Mats & Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	6,554	(6,554)	26,873	26,873	-	26,873
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	95	1,227	-	1,689	610	619	775	386	764	-	-	-	6,164	7,517	(1,353)	14,080	15,080	1,000	7,916
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	244	(244)	1,000	1,000	-	1,000
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4340	Educat Software	-	-	-	408	-	-	-	-	-	-	-	-	408	4,135	(3,727)	15,690	15,690	-	15,282
4345	NonInstStdntSup	-	-	-	-	-	-	-	-	-	-	-	-	-	366	(366)	1,500	1,500	-	1,500
4346	TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4400	NonCapEquip-Gen	-	-	737	1,665	-	-	-	-	-	-	-	-	2,402	3,351	(949)	6,293	81,293	75,000	3,891
4410	ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4430	OffceFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-	488	(488)	2,000	2,000	-	2,000
4440	Computers <$5k	-	-	-	5,920	1,661	-	-	-	-	-	-	-	7,581	8,463	(882)	11,197	11,197	-	3,616
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4720	Food:Other Food	10	8,615	1,399	7,541	993	483	100	1,851	2,770	-	-	-	23,762	27,249	(3,487)	46,645	46,645	-	22,884
4990	PY Expense Adj	-	-	-	-	-	-	4,810	-	-	-	-	-	4,810	3,637	1,173	-	-	-	(4,810)
4999	Misc Expenditure (Suspense)	8,672	10,464	-	19,505	424	(237)	-	(424)	(1,214)	-	-	-	37,189	29,036	8,152	-	-	-	(37,189)
	SUBTOTAL - Books and Supplies	**8,776**	**20,305**	**2,135**	**36,728**	**3,688**	**865**	**5,685**	**1,814**	**2,436**	**-**	**-**	**-**	**82,431**	**91,284**	**(8,853)**	**126,278**	**202,278**	**76,000**	**43,847**

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
Services & Other Operating Expenses																				
5100	CMO Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5101	CMO Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5205	Conference Fees	209	-	-	-	-	-	-	-	2,155	-	-	-	2,364	5,807	(3,442)	23,158	23,158	-	20,794
5210	MilesParkTolls	4,523	3,677	2,303	3,710	5,114	5,526	2,872	4,989	2,923	-	-	-	35,637	39,337	(3,700)	59,868	59,868	-	24,231
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	193	(200)	-	1,003	648	2,136	-	-	816	-	-	-	4,597	14,681	(10,084)	48,469	47,469	(1,000)	43,872
5300	DuesMemberships	14,910	26,029	300	455	400	140	75	952	25	-	-	-	43,286	44,111	(825)	46,746	46,746	-	3,460
5450	Other Insurance	10,526	2,198	4,396	-	2,198	2,198	2,198	2,198	2,198	-	-	-	28,110	28,129	(19)	35,000	35,000	-	6,890
5500	OpsHousekeeping	-	474	632	632	632	632	632	668	614	-	-	-	4,916	6,016	(1,100)	11,330	11,330	-	6,414
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	15,499	16,309	15,273	15,273	29,288	16,799	15,273	16,800	16,416	-	-	-	156,929	151,979	4,950	187,524	187,524	-	30,595
5620	EquipmentLeases	-	286	286	1,527	286	857	286	286	286	-	-	-	4,098	4,102	(4)	5,000	5,000	-	902
5630	Reps&MaintBldng	100	-	-	-	-	-	-	-	-	-	-	-	100	320	(220)	1,000	1,000	-	900
5800	ProfessServices	12,000	31,846	16,916	23,316	55,293	28,914	28,335	11,311	20,133	-	-	-	228,064	268,710	(40,645)	457,123	457,123	-	229,059
5810	Legal	-	6,009	-	-	-	11,771	-	37,293	8,737	-	-	-	63,810	73,020	(9,211)	128,656	128,656	-	64,846
5811	Property Tax Refund	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5819	SchlProgs-Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5820	Audit & CPA	-	-	-	-	-	-	59,931	-	-	-	-	-	59,931	67,265	(7,334)	90,000	90,000	-	30,069
5825	DMSBusinessSvcs	34,474	68,948	-	68,948	34,474	34,474	34,878	34,878	34,878	-	-	-	345,950	362,030	(16,080)	520,000	520,000	-	174,050
5835	Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	153	1,863	(831)	3,888	-	-	-	-	-	-	-	5,073	15,812	(10,738)	49,100	49,100	-	44,027
5850	Oversight Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5857	Payroll Fees	4,701	1,664	1,165	(2,477)	1,165	1,165	1,661	859	1,161	-	-	-	11,063	12,365	(1,302)	20,000	20,000	-	8,937
5860	Service Fees	-	259	583	-	203	-	175	2,503	-	-	-	-	3,724	10,132	(6,409)	30,000	30,000	-	26,277
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	960	11,183	1,790	2,924	349	1,530	820	2,650	1,322	-	-	-	23,528	35,229	(11,701)	75,600	75,600	-	52,072
5864	Prof Dev-Other	-	1,500	-	1,500	-	1,500	5,582	1,500	-	-	-	-	11,582	13,045	(1,463)	17,582	17,582	-	6,000
5869	SpEd Ctrct Inst	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5870	Livescan	-	-	-	95	-	-	-	-	-	-	-	-	95	121	(26)	200	200	-	105
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5875	Staff Recruiting	-	1,256	-	1,747	194	782	441	245	654	-	-	-	5,319	6,904	(1,585)	13,845	13,845	-	8,526
5884	Substitutes	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5890	OthSvcsNon-Inst	-	-	-	-	5,921	-	-	-	-	-	-	-	5,921	7,404	(1,483)	12,000	12,000	-	6,079
5900	Communications	133	128	-	611	64	128	133	133	41	-	-	-	1,370	2,749	(1,379)	7,150	7,150	-	5,780
5920	TelecomInternet	710	715	810	811	818	818	813	811	811	-	-	-	7,118	6,719	398	8,000	8,000	-	882
5930	PostageDelivery	-	684	-	808	951	-	-	-	514	-	-	-	2,957	3,188	(232)	5,500	5,500	-	2,543
5940	Technology	158	8,176	7,151	30,621	8,618	7,257	479	5,255	2,481	-	-	-	70,196	82,058	(11,862)	126,520	126,520	-	56,324
5990	PY Expense Adjustments	-	-	-	-	-	-	32,257	-	-	-	-	-	32,257	-	32,257	-	-	-	(32,257)
	SUBTOTAL - Services & Other Operating Exp.	**99,096**	**181,293**	**53,467**	**150,673**	**150,502**	**116,626**	**186,841**	**123,330**	**96,165**	**-**	**-**	**-**	**1,157,994**	**1,261,231**	**(103,237)**	**1,979,371**	**1,978,371**	**(1,000)**	**821,377**
Capital Outlay & Depreciation																				
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

March 2020 Monthly Update Actuals through March 31, 2020)		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	Second Interim Budget	Current Forecast	Change From 2nd Interim	Actuals as % of Current Budget
6900	Depreciation	-	-	-	-	-	430	-	-	215	-	-	-	644	325	320	-	-	-	(644)
	SUBTOTAL - Capital Outlay & Depreciation	**-**	**-**	**-**	**-**	**-**	**430**	**-**	**-**	**215**	**-**	**-**	**-**	**644**	**325**	**320**	**-**	**-**	**-**	**(644)**
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**	**559,016**	**414,264**	**445,209**	**463,321**	**273,245**	**384,883**	**-**	**-**	**-**	**3,769,439**	**3,896,111**	**(126,672)**	**5,581,925**	**5,656,925**	**75,000**	**1,812,486**

Monthly Update - Monthly Cash Flow (Actuals + Projections)

MERF	Jul ACTUALS	Aug ACTUALS	Sep ACTUALS	Oct ACTUALS	Nov ACTUALS	Dec ACTUALS	Jan ACTUALS	Feb ACTUALS	Mar ACTUALS	Apr BUDGET	May BUDGET	Jun BUDGET	Accruals BUDGET	TOTAL
BEGINNING CASH	**2,665,572**	**2,363,941**	**2,078,532**	**2,379,626**	**1,929,720**	**1,841,698**	**1,915,484**	**1,706,614**	**2,095,868**	**2,656,834**	**2,543,406**	**2,429,978**	**2,316,550**	
Revenue														
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	75,000	**75,000**
Other Local Revenues	428,452	431,304	434,806	300,898	280,147	589,075	339,492	368,945	589,103	432,004	432,004	432,004	9,200	**5,067,436**
Total Revenue	**428,452**	**431,304**	**434,806**	**300,898**	**280,147**	**589,075**	**339,492**	**368,945**	**589,103**	**432,004**	**432,004**	**432,004**	**84,200**	**5,142,436**
Expenses														
Certificated Salaries	51,055	51,055	51,055	51,055	51,055	51,055	51,055	25,528	51,055	89,971	89,971	89,971	8,997	**712,879**
Classified Salaries	158,115	165,066	170,181	148,083	166,114	167,183	143,873	87,912	165,249	148,357	148,357	148,357	14,836	**1,831,682**
Benefits	62,695	69,106	86,098	172,476	42,904	109,051	75,867	34,662	69,764	62,642	62,642	62,642	6,264	**916,813**
Books and Supplies	8,776	20,305	2,135	36,728	3,688	865	5,685	1,814	2,436	11,288	11,288	11,288	77,129	**193,425**
Services and Operations	99,096	181,293	53,467	150,673	150,502	116,626	186,841	123,330	96,165	231,658	231,658	231,658	22,166	**1,875,134**
Depreciation / Cap Outlay	-	-	-	-	-	430	-	-	215	(105)	(105)	(105)	(10)	**320**
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**
Total Expenses	**379,738**	**486,826**	**362,938**	**559,016**	**414,264**	**445,209**	**463,321**	**273,245**	**384,883**	**543,811**	**543,811**	**543,811**	**129,381**	**5,530,253**
Other Transactions Affecting Cash														
Revenues - Prior Year Accruals	-	10,202	70,364											**80,566**
Accounts Receivable - Current Year														**-**
Other Assets/Accrual Adj	0	1,424	(0)	(190,272)	47,611	(68,993)	(83,525)	295,070	358,047					**359,361**
Fixed Assets - Depreciation Addback	-	-	-	-	-	430	-	-	215	(105)	(105)	(105)		**330**
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)**	**(229,887)**	**229,226**	**(191,789)**	**46,095**	**(70,080)**	**(85,041)**	**293,554**	**356,746**	**(1,621)**	**(1,621)**	**(1,621)**		**(6,385)**
Total Change in Cash	**(301,631)**	**(285,409)**	**301,094**	**(449,906)**	**(88,022)**	**73,786**	**(208,870)**	**389,254**	**560,966**	**(113,428)**	**(113,428)**	**(113,428)**		**(394,203)**
ENDING CASH	**2,363,941**	**2,078,532**	**2,379,626**	**1,929,720**	**1,841,698**	**1,915,484**	**1,706,614**	**2,095,868**	**2,656,834**	**2,543,406**	**2,429,978**	**2,316,550**		<<< = 153 days cash



QUESTIONS & COMMENTS