



## Magnolia Public Schools

### Regular Board Meeting

---

#### **Date and Time**

Thursday March 9, 2023 at 7:00 PM PST

#### **Location**

Magnolia Science Academy-1: 18238 Sherman Way, Reseda, CA 91335

---

#### **Access to the Board Meeting**

Any interested parties or community members from remote locations may attend the meeting at any Magnolia Science Academy school, or the addresses where Board Members are joining from. Dialing information is included below:

By dialing into; 1.669.444.9171 - Meeting ID: 978 5606 4990

- Magnolia Science Academy-San Diego - 6525 Estrella Ave., San Diego, CA 92120 (Dr. Salih Dikbas)

#### **Accessibility**

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. Please contact Jennifer Lara at 213-628-3634 or email [jlara@magnoliapublicschools.org](mailto:jlara@magnoliapublicschools.org) with such requests.

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.

---

**Public Comment Procedures**

Magnolia Public Schools greatly values public comment during Board meetings. For members of the public who would like to speak, please fill out the Public Speaker Form which can be accessed at [magnoliapublicschools.org](http://magnoliapublicschools.org), there will also be speaker cards to be filled out prior to the beginning of the meeting. By law, the Board is only allowed to discuss or take action on items listed on the agenda. The Board may, at its discretion, refer a matter to MPS staff or add the issue to a future board meeting date for discussion. Public speakers are limited to three (3) minutes and speakers with interpreters up to six (6) minutes.

Please note that the agenda item times for when that item will be discussed or taken action on is subject to change on the day of the Board meeting to accommodate public speaker times indicated above. For any questions regarding this meeting please email [board@magnoliapublicschools.org](mailto:board@magnoliapublicschools.org) or call (213) 628-3634 ext. 21101.

**Board Members:**

- Mr. Mekan Muhammedov, Chair
- Ms. Sandra Covarrubias, Vice-Chair
- Dr. Umit Yapanel
- Dr. Salih Dikbas
- Ms. Diane Gonzalez
- Mr. Daniel Sheehan
- Mrs. Esra Eldem Tunc

CEO & Superintendent:  
Mr. Alfredo Rubalcava

**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>7:00 PM</b>
Opening Items			
<b>A.</b> Call the Meeting to Order			1 m
<b>B.</b> Pledge of Allegiance			1 m
<b>C.</b> Record Attendance and Guests			1 m
<b>D.</b> Approval of Agenda	Vote		1 m
<b>E.</b> Public Comments			5 m
<b>F.</b> Approval of Minutes from MPS Regular Board Meeting - February 9, 2023	Approve Minutes		1 m

	Purpose	Presenter	Time
<b>G.</b> Approval of Minutes from MPS Regular Board Meeting - February 16, 2023	Approve Minutes		1 m
<b>II. Consent Items</b>			<b>7:11 PM</b>
<b>A.</b> Approval of Updated MPS Health and Safety Policy	Vote	Derya Hajmeirza	3 m
<b>III. Information/Discussion Items</b>			<b>7:14 PM</b>
<b>A.</b> Glows, Grows and Priorities Presentations	Discuss		60 m
<b>Presenting Schools:</b>			
<ul style="list-style-type: none"> <li>• Magnolia Science Academy -1</li> <li>• Magnolia Science Academy - 2</li> <li>• Magnolia Science Academy - 3</li> <li>• Magnolia Science Academy - 5</li> </ul>			
<b>B.</b> Enrollment Update and Year to Year Comparison (2021-2022 vs 2022-2023)	Discuss	Brenda Lopez	10 m
<b>IV. Action Items</b>			<b>8:24 PM</b>
<b>A.</b> Approval of 2023-24 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders	Vote	Suat Acar & Steve Budhraj	10 m
<b>B.</b> Approval of MPS School Site Classified Employees' Pay Raise Schedule for 2023-24	Vote	Suat Acar & Steve Budhraj	10 m
<b>C.</b> Approval of Second Interim Reports for the 2022-23 Fiscal Year	Vote	Steve Budhraj	10 m
<b>D.</b> Approval of Houghton Mifflin Harcourt (HMH) as New Math Curriculum Provider	Vote	Academic Committee	5 m
<b>E.</b> Approval of Universal Prekindergarten Planning and Implementation Grant Plans for MSA-7 and MSA-Santa Ana	Vote	Erdinc Acar	7 m
<b>V. Closing Items</b>			<b>9:06 PM</b>
<b>A.</b> Adjourn Meeting			1 m

# Coversheet

## Approval of Minutes from MPS Regular Board Meeting - February 9, 2023

**Section:** I. Opening Items  
**Item:** F. Approval of Minutes from MPS Regular Board Meeting - February 9, 2023  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Board Meeting on February 9, 2023

APPROVED



## Magnolia Public Schools

### Minutes

#### Regular Board Meeting

---

**Date and Time**

Thu Feb 9, 2023 at 5:30 PM

**Location**

<https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMIZpNEZQZVJ3RDBPZz09>

**Meeting ID:** 978 5606 4990      **Passcode:** 021250

**One tap mobile:** +16694449171,,97856064990# US

---

**Board Members:**

Mr. Mekan Muhammedov, Chair  
Ms. Sandra Covarrubias, Vice-Chair  
Dr. Umit Yapanel  
Dr. Salih Dikbas  
Ms. Diane Gonzalez  
Mr. Daniel Sheehan  
Mrs. Esra Eldem Tunc

**CEO & Superintendent:**

Mr. Alfredo Rubalcava

---

**Directors Present**

D. Gonzalez (remote), D. Sheehan (remote), E. Eldem Tunc (remote), M. Muhammedov (remote), S. Covarrubias (remote), U. Yapanel (remote)

**Directors Absent**

S. Dikbas

**Directors who left before the meeting adjourned**

D. Sheehan

---

## I. Opening Items

### A. Call the Meeting to Order

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Feb 9, 2023 at 5:35 PM.

### B. Record Attendance and Guests

Refer to attendance information recorded above.

### C. Approval of Agenda

S. Covarrubias made a motion to approve the agenda as presented.

D. Sheehan seconded the motion.

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

#### Roll Call

D. Sheehan	Aye
S. Covarrubias	Aye
U. Yapanel	Aye
D. Gonzalez	Aye
M. Muhammedov	Aye
S. Dikbas	Absent
E. Eldem Tunc	Aye

### D. Public Comments

No public comments were made at this time.

### E. Approval of Minutes from MPS Regular Board Meeting - January 12, 2023

D. Gonzalez made a motion to approve the minutes from Regular Board Meeting on 01-12-23.

S. Covarrubias seconded the motion.

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

#### Roll Call

M. Muhammedov	Aye
U. Yapanel	Aye
E. Eldem Tunc	Aye
S. Covarrubias	Aye
S. Dikbas	Absent
D. Sheehan	Aye
D. Gonzalez	Aye

### F. Approval of Minutes from MPS Regular Board Meeting - January 19, 2023

D. Gonzalez made a motion to approve the minutes from Regular Board Meeting on 01-19-23.

S. Covarrubias seconded the motion.

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

#### Roll Call

S. Covarrubias	Aye
M. Muhammedov	Aye
D. Sheehan	Aye
U. Yapanel	Aye

**Roll Call**

E. Eldem Tunc     Aye  
 S. Dikbas         Absent  
 D. Gonzalez      Aye

**II. Information/Discussion Item**

**A. MPS Annual Authorizer Oversight Reports**

The Annual Authorizer oversight report for MSA-San Diego was discussed. G.Serce, Regional Director & Principal at MSA-San Diego, went over some highlights including the school becoming WASC accredited and being recognized as a California Distinguished School by the California Department of Education. He went over the process of the authorizer oversight visits which included visiting classroom, interviews with Board, educational partners and leadership and an intensive review of policies and implementations. He went over areas of feedback received which staff had addressed with the charter office. S.Budhreja, Chief Financial Officer, provided input on the school's submission of financial reports and J.Lara, Executive Assistant & Board Secretary, provided input on the feedback received regarding recruitment of additional board members. Board members questions were addressed by staff.

**III. Action Items**

**A. Approval of Findings to Conduct Virtual Meetings Pursuant to AB 361/Government Code Section 54953**

The Board was informed that the California State of Emergency was set to be terminated on February 28th. AB 361 will by then become void. In-person board meetings will be set to resume in March which included all board and committee meetings. J.Lara, Executive Assistant & Board Secretary, added that with the shift to in-person board meetings, MPS will continue to abide with Brown Act regulations and SB 126. Board members questions were addressed by staff.

S. Covarrubias made a motion to adopt the findings relating to the ability of the MPS Board and all MPS Committees to conduct meetings through teleconference during the State of Emergency, in reference to AB 361/Government Code Section 54953.

D. Gonzalez seconded the motion.

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

**Roll Call**

E. Eldem Tunc     Aye  
 U. Yapanel        Aye  
 M. Muhammedov   Aye  
 S. Covarrubias    Aye  
 S. Dikbas          Absent  
 D. Sheehan        Aye  
 D. Gonzalez       Aye

**B. Approval of 2023-24 School Safety Plans for all Magnolia Public Schools**

J.Hernandez, Director of Student Services, lead the discussion of going over all ten (10) schools safety plans. Safety plans are shared with agencies who are crucial to the safety and well-being of the campus that includes the Fire Department. He added that budgetary implications vary per school site, and these include certain trainings and replenishing of necessary supplies. He went over the sections: Purpose & Preparation, Prevention, Response, and Recovery. The Student/Parent Handbook is referenced throughout the safety plans. Board members questions were addressed by staff.

M. Muhammedov made a motion to approve the Comprehensive School Safety Plan (CSSP) for the 2023-24 school year for the following schools within Magnolia Public Schools: Magnolia Science Academy 1, Magnolia Science Academy 2, Magnolia Science Academy 3, Magnolia Science Academy 4, Magnolia Science Academy 5, Magnolia Science Academy 6, Magnolia Science Academy 7, Magnolia Science Academy Bell, Magnolia Science Academy Santa Ana and Magnolia Science Academy San Diego.

S. Covarrubias seconded the motion.

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

**Roll Call**

U. Yapanel	Aye
M. Muhammedov	Aye
S. Covarrubias	Aye
S. Dikbas	Absent
E. Eldem Tunc	Aye
D. Gonzalez	Aye
D. Sheehan	Aye

**C. Approval of Contract with EdTheory to Provide Additional Special Education Services**

A.Callaham, Director of SPED and Special Services, discussed that after the pandemic they were faced with issues in personnel who provided special education services at the school sites and how the utilization of agencies was crucial to ensure these services were available since staffing was spread thin. The void continued to exist which prompted looking into other agencies and issuing an RFP process. EdTheory, though being in Northern California, provided services to the Los Angeles and surrounding areas. They contract with consultants in Southern California and are able to send consultants to the school site along with assigning as supervisor. Staff looked at cost and logistical requirements such as: providing local services, credentialed, California Department of Education approved and being able to provide on-site personnel which EdTheory met. This would assist in aiding the need for additional support needed from the school sites. Z.Ocel, Principal at MSA-3, provided insight to the struggles his school has faced and how this can help with providing these essential services to the students. Board members questions were addressed by staff.

S. Covarrubias made a motion to approve the contract not to exceed \$100,000 with EdTheory for additional Special Education services as needed by our ten (10) MPS schools for special education compliance.

U. Yapanel seconded the motion.

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

**Roll Call**

S. Dikbas	Absent
S. Covarrubias	Aye
D. Gonzalez	Aye
M. Muhammedov	Aye
U. Yapanel	Aye
E. Eldem Tunc	Aye
D. Sheehan	Aye

**D. Approval of Resolutions Related to the Acquisition and Lease of 16600 Vanowen Street**

Presented previously at the Audit & Facilities Committee on February 2, 2023.

M.Muhammedov, Board Chair & Chair of the Committee, reported out of the committee's discussion and the committee's recommendation of this item for Board approval.

P.Ontiveros, General Counsel & Director of Facilities, added that the Board had approved the waiver of contingencies for this project on January 12th. Staff will be moving forward with an acquisition/construction loan from CLI capital. Board members questions were addressed



by staff. S.Budhraj, Chief Financial Officer, went over the financing due diligence for this project.

D. Sheehan left at 6:45 PM.

D. Gonzalez made a motion to approve the following actions: (1) the assignment by MPS to MPM 16600 Vanowen Street LLC (the "Vanowen Street LLC") of all its right, title and interest in and to that certain agreement for the purchase of the property located at 16600 Vanowen Street (APNs: 2231-007-008, -016 and -017) (the "Vanowen Street Property") including the right to take title to the Property and the good faith deposit made by MPS; (2) the execution by the MPS CEO, CFO or their designees, of a lease agreement by and between MPS and Vanowen Street LLC (the "Lease") for the use and occupancy of the Vanowen Street Property by Magnolia Science Academy—2 ("MSA-2"); (3) under the Lease, the payment by MPS to Vanowen Street LLC of non-refundable advanced rent in an amount equal to approximately \$3,100,000, consisting of (i) \$400,000 from the assignment of the good faith deposit made by MPS to escrow for the Vanowen Street Property and (ii) approximately \$2,700,000 in cash; (4) the execution by the MPS CEO, CFO or their designees, on behalf of Vanowen Street LLC, as its sole manager of such documents and instruments as may be necessary in order for Vanowen Street LLC to acquire the Vanowen Street Property, including any loan documents; and (5) the execution by the MPS CEO and Superintendent, CFO, or their designees, of such documents and instruments as may be necessary to undertake and complete the foregoing actions.

M. Muhammedov seconded the motion.

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

**Roll Call**

E. Eldem Tunc	Aye
D. Sheehan	Absent
S. Dikbas	Absent
U. Yapanel	Aye
D. Gonzalez	Aye
M. Muhammedov	Aye
S. Covarrubias	Aye

**E. Approval of Magnolia Public Schools Cell Phone Usage Policy**

S.Acar, Chief Operations Officer, went over the need to have a cell phone usage policy in place. This policy was in collaboration with feedback received from educational partners as well as Human Resources, B.Lopez, Chief External Officer and legal counsel. B.Lopez, provided further context on the usage and number of phones per school site. She clarified that this will be implemented for the Community Schools Coordinators (CSC) under the Community Schools grant. The policy indicated that it is for general MPS personnel in the interest of improving employee efficiency. Staff clarified that it will start with the CSC's to track its impact before opening it up to other staff members. Board members questions were addressed by staff.

S. Covarrubias made a motion to approve the Magnolia Public Schools Cell Phone Usage Policy.

D. Gonzalez seconded the motion.

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

**Roll Call**

U. Yapanel	Aye
S. Dikbas	Absent
D. Gonzalez	Aye
D. Sheehan	Absent
E. Eldem Tunc	Aye
S. Covarrubias	Aye
M. Muhammedov	Aye

**F.**

### Approval of Updated 2022-23 MPS Board & Committee Calendar

On behalf of A.Rubalcava, P.Ontiveros, General Counsel & Director of Facilities, presented the updated 2022-23 MPS Board & Committee Calendar. He provided context that with AB 361 expiring and its provisions, the updated calendar is to ensure MPS plans accordingly alongside the Board. J.Lara, Executive Assistant & Board Secretary, went over some the the revisions made after gathering feedback from leadership and the Board. She added that these changes will be made to the website and BoardOnTrack once approved. Staff and principals will work alongside to ensure the logistics on school openings during the Board & Committee meetings as well as continue following the provisions under SB 126 and the Brown Act.

U. Yapanel made a motion to approve the updated calendar for the 2022-23 Regular MPS Board Meetings and Regular MPS Board Committee Meetings.

M. Muhammedov seconded the motion.

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

#### Roll Call

M. Muhammedov	Aye
S. Covarrubias	Aye
S. Dikbas	Absent
E. Eldem Tunc	Aye
U. Yapanel	Aye
D. Gonzalez	Aye
D. Sheehan	Absent

## 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 6:59 PM.

Respectfully Submitted,  
M. Muhammedov

# Coversheet

## Approval of Minutes from MPS Regular Board Meeting - February 16, 2023

**Section:** I. Opening Items  
**Item:** G. Approval of Minutes from MPS Regular Board Meeting - February 16, 2023  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Board Meeting on February 16, 2023

APPROVED



## Magnolia Public Schools

### Minutes

#### Regular Board Meeting

---

**Date and Time**

Thu Feb 16, 2023 at 6:00 PM

**Location**

<https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMIZpNEZQZVJ3RDBPZz09>

**Meeting ID:** 978 5606 4990      **Passcode:** 021250

**One tap mobile:** +16694449171,,97856064990# US

---

**Board Members:**

Mr. Mekan Muhammedov, Chair  
Ms. Sandra Covarrubias, Vice-Chair  
Dr. Umit Yapanel  
Dr. Salih Dikbas  
Ms. Diane Gonzalez  
Mr. Daniel Sheehan  
Mrs. Esra Eldem Tunc

**CEO & Superintendent:**

Mr. Alfredo Rubalcava

---

**Directors Present**

D. Gonzalez (remote), D. Sheehan (remote), M. Muhammedov (remote), S. Covarrubias (remote), U. Yapanel (remote)

**Directors Absent**

E. Eldem Tunc, S. Dikbas

**Directors who arrived after the meeting opened**

U. Yapanel

---

**I. Opening Items**

A.

### **Call the Meeting to Order**

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Feb 16, 2023 at 6:06 PM.

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

Refer to attendance information recorded above.

### **C. Approval of Agenda**

S. Covarrubias made a motion to approve the amended agenda with the removal of Action Item III B.

D. Gonzalez seconded the motion.

Action Item III B: Approval of MPS Administration of Medication Policy will be removed.

J.Hernandez, Director of Student Services, provided context to its removal in which some more research and revisions are being conducted.

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

#### **Roll Call**

U. Yapanel	Absent
E. Eldem Tunc	Absent
S. Covarrubias	Aye
D. Gonzalez	Aye
S. Dikbas	Absent
D. Sheehan	Aye
M. Muhammedov	Aye

### **D. Public Comments**

No public comments were made at this time.

## **II. Information/Discussion Items**

### **A. Budget Study Session 2023-24**

U. Yapanel arrived at 6:27 PM.

S.Budhraj, Chief Financial Officer, presented the information on the budget study which included financial planning into next year. The projections are for 2023-24 with information gathered from California's Governor January proposal. He went over the enrollment projections and estimates based on School Mint and CALPADS data. He went over each school site's enrollment, revenues, expenditures, surpluses, ending fund balance, incorporation of cost of living adjustment and planning considerations including staff count and school site's lease payments. He added that the forecast projections assumes that MPS use up all of the one-time federal ESSER money that will be depleted in 2023-24. Board members questions were discussed and addressed with staff. A.Rubalcava, CEO & Superintendent, added insight on ongoing trends and more context on school sites budgets. Board members expressed the need for staff to provide a student-staff ratio per school site.

## **III. Action Items**

### **A. Approval of Resolution for Notice of Intent to Withdraw from CharterSAFE**

S.Budhraj, Chief Financial Officer, clarified that the intention is not to withdraw from CharterSAFE, but to have the ability to see other coverages elsewhere as the rates for CharterSAFE have gone up significantly. The amount of claims are not much as Human

Resources and school sites handle workers compensation and property & liability fairly well. MPS will continue in doing its due diligence in risk management and the resolution with simply allow MPS to see insurances from other companies. Board members questions were addressed by staff.

M. Muhammedov made a motion to approve the Resolution for Notice of Intent to Withdraw from CharterSAFE.

S. Covarrubias seconded the motion.

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

**Roll Call**

S. Covarrubias	Aye
M. Muhammedov	Aye
U. Yapanel	Aye
E. Eldem Tunc	Absent
D. Gonzalez	Aye
S. Dikbas	Absent
D. Sheehan	Aye

**B. Approval of MPS Administration of Medication Policy**

This item was removed during the Approval of Agenda.

**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 7:02 PM.

Respectfully Submitted,  
M. Muhammedov

# Coversheet

## Approval of Updated MPS Health and Safety Policy

**Section:** II. Consent Items  
**Item:** A. Approval of Updated MPS Health and Safety Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** II A\_Updated MPS Health and Safety Policy.pdf



Agenda Item:	II A: Consent Item
Date:	March 9, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Derya Hajmeirza, Director of Human Resources
RE:	Updated MPS Health and Safety Policy

**1. Action Proposed:**

I move that the Board approve the updated MPS Health & Safety Policy.

**2. Background:**

The policy has been updated based on the guidance provided by the Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and several county public health officials. The policy is intended for organization-wide implementation at each facility that will be operated by MPS.

The board had approved the MPS health and safety policy during the August 2020, September 2020, February, March, April, May, July, August, September, November, December 2021, January, February, March, April, May, June, September, October, November 2022, and January 2023 board meetings. In accordance with the most updated health orders, the Home Office COVID-19 Response Team updated the policy.

**3. Analysis:**

This policy is provided and updated by Young, Minney & Corr, LLP and conform to the standards and practices in the latest guidance (i.e., CDPH and Cal-OSHA, local county, and authorizing agency).

**MPS Health and Safety Policy for COVID-19** update(s) are as follows:

- Due to the new nonemergency Cal/OSHA regulations, MPS’s general Injury and Illness Prevention Program can be revised to include Cal/OSHA’s newly revised COVID-19 policy elements. It is no longer necessary to maintain a separate COVID-19 IIPP addendum document.
- MPS will review and comply with the COVID-19 Outbreak Procedures of its Injury and Illness Prevention Program with regard to workplace safety procedures required by Cal/OSHA to protect employees’ health.

**4. Budget Implications:** There are no budget implications.





5. **Exhibits:**

- Updated MPS Health and Safety Policy (with redline).....Pg.3
- Updated MPS Health and Safety Policy (without redline).....Pg.44



Updated on 01/12/2023

### HEALTH AND SAFETY POLICY FOR COVID-19

It is the policy of Magnolia Public Schools (“Charter School”) to take all reasonable measures to prevent the spread of the novel coronavirus disease (“COVID-19”) among students and staff. In accordance with this policy, the Charter School is temporarily implementing health and safety measures to mitigate the spread of COVID-19 as the Charter School resumes in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing alternative measures can provide additional layers of safety. This Policy includes both mandatory measures (using terms “shall” or “will”) as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control (“CDC”), the California Department of Education (“CDE”), the California Department of Public Health (“CDPH”), and relevant county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The Charter School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health orders. The Charter School will fully cooperate with county public health officials regarding the screening, monitoring and documentation that will be required to permit careful scrutiny of health outcomes associated with the return to in-person instruction on Charter School campuses.

**This Policy constitutes the Charter School’s COVID-19 Testing Plan, as required by Education Code section 32096 (SB 1479).**

This Policy **also** constitutes the COVID-19 Infection Control Plan for each Charter School worksite. Prior to resuming in-person instruction, the Home Office COVID-19 Response Team shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from CDPH and this Policy. The following staff member(s) is (are) responsible for implementing this Policy at each campus:

250 E. 1<sup>st</sup> Street Suite 1500, Los Angeles, CA 90012 | [www.magnoliapublicschools.org](http://www.magnoliapublicschools.org)

<b>School Name</b>	<b>Staff Members</b>	<b>Phone Number</b>
Magnolia Science Academy-1	Home Office COVID-19 Response Team	213-628-3634
	MSA-1 Compliance Task Force Team	818-609-0507
Magnolia Science Academy-2	Home Office COVID-19 Response Team	213-628-3634
	MSA-2 Compliance Task Force Team	818-758-0300
Magnolia Science Academy-3	Home Office COVID-19 Response Team	213-628-3634
	MSA-3 Compliance Task Force Team	310-637-3806
Magnolia Science Academy-4	Home Office COVID-19 Response Team	213-628-3634
	MSA-4 Compliance Task Force Team	310-473-2464
Magnolia Science Academy-5	Home Office COVID-19 Response Team	213-628-3634
	MSA-5 Compliance Task Force Team	818-705-5676
Magnolia Science Academy-6	Home Office COVID-19 Response Team	213-628-3634
	MSA-6 Compliance Task Force Team	310-842-8555
Magnolia Science Academy-7	Home Office COVID-19 Response Team	213-628-3634
	MSA-7 Compliance Task Force Team	818-886-0585
Magnolia Science Academy-8	Home Office COVID-19 Response Team	213-628-3634
	MSA-8 Compliance Task Force Team	323-826-3925

Magnolia Science Academy-Santa Ana	Home Office COVID-19 Response Team	213-628-3634
	MSA-SA Compliance Task Force Team	714-479-0115
Magnolia Science Academy-San Diego	Home Office COVID-19 Response Team	213-628-3634
	MSA-SD Compliance Task Force Team	619-644-1300
MPS Home Office	Home Office COVID-19 Response Team	213-628-3634

In addition to in-person instruction, the Charter School will also offer optional independent study as an alternative to in-person instruction in the 2022-23 school year. Independent study will also be made available for students for whom in-person instruction poses a heightened risk of infection.

**1. Limited Access to Campus.** California public health authorities have relaxed restrictions on access to school campuses; however, the ongoing threat of COVID-19 and the public health orders in effect necessitate that the following precautions be maintained:

- The Charter School may limit nonessential visitors' access to the Charter School campus and may limit the number of students and staff with whom they come into contact, based on, among other factors, the current levels of community transmission, the vaccination status of any such visitor, and the relative importance of the visit's purpose.
- The Charter School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- All visitors to a Charter School Campus are strongly encouraged to wear a face mask while inside any Charter School building, vehicle, or other enclosed space.
- Any parent or guardian picking up a student who has been placed on isolation or quarantine must stay outside campus and the student will be brought to them for dismissal.
- Signage shall be posted at all public entrances to the Charter School warning visitors not to enter if they have COVID-19 symptoms.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms may be provided with Independent Study opportunities to support their academic success to the greatest extent possible during exclusion.
- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify the COVID-19 Compliance Officer, who will

consult with other Charter School staff to determine whether the student or staff member can continue coming to school with a modified quarantine in light of current guidance and this Policy.

- Per Cal/OSHA requirements, the Charter School shall exclude staff members who have symptoms consistent with COVID-19 or have tested positive.
- Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement.
- Implement health screenings of students and staff upon arrival at school (see Section 2).
- To the extent that non-parent visitors are required to enter the Charter School Campus, the School will take the following precautions:
  - Non-parental visitors will be allowed on campus via appointment only.
  - Non-parental visitors must pre-register in a visitor's log, which includes the visitor's name, email address, and phone number.
  - Non-parental visitors will only be allowed to enter specific areas to conduct their business.
  - Visitors to MSA-2, 3, 4, 6, and 8 must complete daily screening questions using LAUSD's Daily Pass or at the entrance to the school.

## 2. Wellness Checks and Temperature Screenings:

- *COVID-19 Symptoms.* Currently, the CDC has identified the following as potential symptoms of COVID-19:
  - Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- In-person wellness checks administered under this Policy shall:
  - Confirm that the subject has not experienced COVID-19 symptoms in the prior 48 hours or potentially been exposed to COVID-19, by soliciting the following

information:

- Have you had any one or more of these symptoms today or within the past 48 hours? Are these symptoms new or not explained by another reason?
  - Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means sharing the same indoor airspace with an infected person for a cumulative total of 15 minutes or more over a 24-hour period during the positive case's infectious period: 2 days before onset of symptoms or, for asymptomatic patients, 2 days prior to first positive test specimen collection and until the time the person is cleared from isolation. In indoor spaces greater than 400,000 cubic feet per floor (such as open-floorplan offices, warehouses, large retail stores, or manufacturing or food processing facilities), then close contact is defined as being within 6 feet from the infected person for a cumulative total of 15 minutes or more over a 24-hour period.
- If the student, staff, parent, or visitor answers "no" to all questions, he or she may enter the school.
- If the student, staff, parent, or visitor answers "yes" to any of the questions regarding COVID-19 symptoms, he or she may not enter the school. Employees, parents, and visitors answering "yes" must leave immediately and will be instructed to self-isolate until further instructions are given by the COVID-19 Compliance Officer. Students answering "yes" will be isolated and must leave as soon as pickup can be arranged and then will be instructed likewise.
- Students, staff, parents, or visitors who have had close contact with an individual who has tested positive shall be permitted to access the school site so long as they follow all

quarantine and close contact guidance set forth in Section 6 of this Policy.

- Students and staff are encouraged to screen themselves for symptoms at home before coming to campus.
- Students and staff of MSA-2, 3, 4, 6, and 8 may be subject to further health check procedures as required by LAUSD.
- A check in area should be established on campus for health screenings to be performed privately and with enough space to allow physical distancing.
- *Campus Screening Logistics:*
  - Each employee and visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
  - Temperature and wellness screenings will be performed by a trained school employee at all Charter School Campuses to the extent feasible.

**3. COVID-19 Compliance Task Force and Compliance Officer.** State and local health orders require that schools designate a task force and liaison to be responsible for receiving and sharing information on COVID-19 policies, positive cases, and exposures. The Charter School shall comply with these requirements by implementing the following measures:

- The Charter School will comply with and implement the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the Los Angeles County Department of Public Health (“LAC DPH”). If the LAC DPH Exposure Management Plan is updated such that this Policy becomes materially inconsistent with it, the Charter School will follow the current Exposure Management Plan.
- The Charter School will establish a Compliance Task Force. The Compliance Task Force is responsible for establishing and enforcing all COVID-19 safety protocols, as well as ensuring all Charter School students and staff receive appropriate COVID-19 education. The names and contact information for all Compliance Task Force members are referenced above on pages one and two of this policy.
- The Charter School will designate a “COVID-19 Compliance Officer,” to act as a liaison between the local county public health department and the Charter School, in the event of a COVID-19 cluster or outbreak at the Charter School. The name and contact information for the Charter School’s COVID-19 Compliance Officer is referenced above on pages one and two of this policy.
- The COVID-19 Compliance Officer shall monitor trends in absences and the prevalence of symptoms and illnesses among students and staff on campus to help isolate them promptly, as needed.

- The COVID-19 Compliance Officer shall be the point of contact responsible for sharing information on positive cases and exposures to relevant state and local health departments, as detailed in the Exposure Management Plan section of this Policy.
- The COVID-19 Compliance Officer shall conduct COVID-19 Task Force meetings no less than twice per month to identify areas for improving the enforcement and results of this Policy.

**4. COVID-19 Testing and Reporting.** Testing, in conjunction with vaccination, face masking, and other safety protocols, is a key factor in preventing COVID-19 infection. In keeping with the recommendations and requirements of state and local health departments, the Charter School shall implement the following testing and reporting procedures:

- This Policy constitutes the Charter School's COVID-19 Testing Plan, as required by Education Code section 32096 (SB 1479) and incorporates by reference the CDPH guidance entitled "Testing Framework for K-12 Schools for the 2022-2023 School Year."
- The COVID-19 Compliance Officer at each school site shall ensure that enforcement of this Policy conforms with the requirements of the CDPH Testing Framework for K-12 Schools for the 2022-2023 School Year, including but not limited to the following:
  - Being a point of contact for testing and facilitating coordination with the California Testing Task Force and other relevant entities, as necessary;
  - Being responsible for reviewing current testing recommendations provided by CDPH and any applicable local county health agency;
  - Maintaining situational awareness of the testing resources and programs offered by the California Testing Task Force and monitoring the availability of pre-positioned testing resources housed with a county office of education or local health jurisdiction;
  - Monitoring the CDC's COVID-19 Community Data Tracker to identify when increased school testing may be necessary; and
  - Communicating with the California Testing Task Force, as necessary.
- When testing students or employees for COVID-19, the Charter School will use FDA-Authorized viral COVID-19 tests, including a Nucleic Acid Amplification Test (NAAT, such as a Polymerase Chain Reaction test or an Antigen test. An FDA-authorized over-the-counter test is acceptable for student and staff screening purposes so long as the results can be verified.



- Testing will be applied on symptomatic<sup>1</sup>, response<sup>2</sup>, and asymptomatic<sup>3</sup> bases, as required by health authority guidance and this policy.
- The Charter School’s COVID-19 Compliance Officer must be made aware of all positive student and staff test results and shall report those results to local public health officials as required by law.
- Per Cal/OSHA’s non-emergency COVID-19 Prevention Emergency Temporary Standards regulations (8 CCR §§ 3205-3205.3), the Charter School will provide testing at no cost to employees during paid time for:
  - ⊖ Any employees experiencing symptoms of COVID-19, regardless of whether there is a known exposure, and
  - ⊖ ~~any~~ Any employee with close contact exposure in the workplace, whether to a single case, an outbreak, or a major outbreak.
- Testing Required in San Diego County:
  - No student testing will be required at MSA-SD at this time due to local transmission rates. However, the Charter School reserves the right to exclude MSA-SD students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this Policy. The Charter School will also continue to monitor local case rates to determine whether any further COVID-19 testing of students is necessary.
  - ~~Consistent with California’s “State Public Health Officer Order of August 11, 2021,” all MSA-SD employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on campus must either provide the School with proof of COVID-19 vaccination or test for COVID-19 at least once per week, consistent with applicable law and the Charter School’s COVID-19 employee vaccination policy.~~

Formatted: Indent: Left: 0"

Formatted: Font: (Default) Times New Roman

Formatted: Font: (Default) Times New Roman

<sup>1</sup> Symptomatic testing “is used for individuals with symptoms of COVID-19, either at home or at school.”

<sup>2</sup> Response testing “is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2.”

<sup>3</sup> Asymptomatic testing is "used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission.”

- Testing Required at Magnolia Science Academy MSA- 2, 3, 4, 6, and 8:
  - Beginning July 1, 2022, MSA- 2, 3, 4, 6, and 8 will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.
  - Individuals who have recovered from laboratory-confirmed COVID-19 within the last 30 days are not required to test for COVID-19 unless they develop new onset symptoms. If these individuals develop new onset symptoms, they may avail themselves of a Rapid Antigen Test at their school or work site and upload its results via the Daily Pass.
  - These campuses are recommended to maintain an inventory of rapid antigen tests equal to 30% of the total student and employee enrollment for response testing purposes.
  - Individuals new to LAUSD are required to baseline test upon their start of school or work. All individuals will be required to comply with all District requirements for baseline testing upon return from school breaks, such as Spring Break.
- Testing Required at MSA-1, 5, 7 and MSA-SA:
  - Beginning July 1, 2022, MSA-1, 5, 7, and Santa Ana will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.
- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the Home Office COVID-19 Response Team, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance. The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status.
- For staff and student-wide testing, all staff and students shall be tested, except any staff and students who have no contact with others and do not report to campus.
- The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.

- If county-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.
- The Charter School's liaison must be made aware of the student and staff test results and report those results to local public health officials as required by local public health department guidance.
- Student consent for testing:
  - For Charter School Students aged 12 and under, the Charter School will require parental consent for COVID-19 testing.
  - Pursuant to California Family Code Section §6926 and CDPH guidance, Charter School Students aged 13 to 17 may consent to COVID-19 testing on their own.
  - Charter School students aged 18 and older do not need parental consent for COVID-19 testing.
- Students who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, will not be allowed to return to in-person instruction or otherwise enter the Charter School Campus. Both the testing and the reporting are required under applicable public health guidance and legal authority.
- For staff who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, the Charter School reserves the right to discipline an employee for such non-compliance, up to and including termination from at-will employment.
- Consistent with applicable law, the Charter School will consider accommodations from mandatory testing for medical reasons and any other lawfully recognized reason. Employees or students and/or parents/guardians who wish to request an accommodation for themselves or their child can contact the Charter School. The Charter School cannot guarantee the availability of particular accommodation and will process all requests for accommodation consistent with MPS policies and applicable law.
- The Charter School must maintain confidentiality of test results, other than reporting the results to local public health officials. All medical information about any employee must be stored separately from the employee's personnel file in order to limit access to this confidential information. The Charter School should have a separate confidential medical file for each employee where the Charter School can store all of that employee's medical information. Medical information includes COVID-19 test results, an employee's statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing the employee needs time off due to COVID-19, etc. For students, the Charter School

will take similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.

- All volunteers, contractors, vendors and other adults supporting Charter School functions on any MPS campus must comply with applicable COVID-19 testing requirements, as stated in the COVID-19 Vaccination Policy.
- In the event of a positive test result of a student or family member:
  - The Charter School requires that parents/guardians notify school administration immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
  - Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the Charter School will take actions as required in Section 5 below.

**5. Exposure Management Policy: Suspected/Confirmed Cases and Isolation.** Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the LAC DPH as well as "COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year" promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Reporting Obligation.** Per AB 86 and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department. The COVID-19 Compliance Officer shall report positive COVID-19 cases to the appropriate county authority to the extent required by their county health department.
- **Suspected Cases.** In the event of a suspected COVID-19 case:
  - The Charter School will identify an isolation room and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
  - Isolation of students, employees, and visitors exhibiting symptoms of COVID-19 will occur without regard to vaccination and/or recent testing status.
  - Any students, staff, or visitors exhibiting symptoms should immediately be provided with and required to wear a surgical-grade or better face covering and should be directed to wait in the separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
  - Students in the isolation area will be monitored by a staff member.

- Parents/guardians will be required to pick up their students within one hour. Parents/guardians should take the student to get a COVID-19 test immediately and, if a student of MSA- 2, 3, 4, 6, or 8, should upload the test result to the LAUSD Daily Pass system or otherwise provide a copy to the school. Students and employees of MSA- 2, 3, 4, 6 and 8 will be provided with a rapid antigen test to administer at home.
- A log will be kept of all persons entering the isolation area.
- Physical distancing of six feet or greater will be maintained in the isolation and area and masking shall be required for any individual entering these areas.
- **Symptomatic but negative.** Symptomatic individuals who test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
  - Documentation of a negative test result should be provided to school administrators.
  - In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
  - Symptomatic individuals who neither test for COVID-19 nor consult with a medical professional must isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
  - For MSA-SD, individuals who have symptoms of COVID-19 but who test negative with an antigen test must confirm the initial negative antigen test with a second follow-up test (antigen, PCR, or other NAAT) administered the following day and must remain isolated until cleared by the confirmatory test.
- **Isolation.** Persons who test positive or are otherwise diagnosed with COVID-19 must isolate until they have satisfied the following conditions:
  - At least 5 days have passed since symptom onset or, if asymptomatic, since their positive test; AND
  - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
  - Other symptoms have resolved or are improving; AND
  - An FDA authorized COVID-19 viral test (antigen preferred) test taken on or after Day 5 from symptom onset is negative. Confirmed cases at MSA 2, 3, 4, 6, and 8 will be provided with a rapid antigen test to be used to determine eligibility to return to school.
  - NOTE: If fever reduction, improvement of other symptoms, or a negative test are not all achieved, isolation may not end until after Day 10 from symptom onset or, if asymptomatic, their positive test, so long as 24 hours have passed since resolution of fever and all other symptoms are not present or are improving.

- If a person’s COVID-19 symptoms recur or worsen after ending isolation, they should re-isolate as they may have COVID-19 rebound. Isolation for COVID-19 rebound can end 5 days after rebound began, as long as the individual has been fever-free for at least 24 hours and symptoms are improving.

~~○ Note: For staff, per CAL/OSHA COVID-19 Prevention ETS, testing that is required for employees must be provided by the employer free of charge and during work hours; these tests may not be self-administered and self-read unless they are observed by the employer or an authorized telehealth proctor or verifiable through the use of a time/date stamped photograph or through the use of a test that employee digital result reporting that marks the time and date of the result.~~

- Students returning to school after isolation are strongly recommended to wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from testing positive or onset of symptoms.

- Staff returning to school after isolation are required to wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from first testing positive or onset of symptoms.

○ The School will comply with Cal/OSHA regulations regarding when employees may return to work after exposure, as detailed in the Charter School’s HPP-COVID-19 Prevention Procedures portion of its Injury and Illness Prevention Program addendum.

○ Upon excluding an employee from the workplace based on COVID-19 or a close contact, the Charter School shall give the employee information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws, including any benefits available under legally mandated sick leave, if applicable, workers’ compensation law, local government requirements, the Charter School’s own leave policies, and any leave guaranteed by contract, if any.

Formatted: Font: Bold

- **School Response to Confirmed Case.** In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH and local public health guidance, including implementation of the following practices:

- The Charter School will provide notifications to the local public health department of any known case of COVID-19 among any student, employee, or visitor or other school-associated person who was present on a Charter School campus within the 14 days preceding COVID-19 symptoms, or 10 days before a positive test result.

- MSA Los Angeles COVID-19 Compliance Officers are only required to alert LACDPH when there are three or more cases of COVID-19 in a classroom, office, or other pre-defined or identifiable group who were on campus at any point within the 14 days prior to illness onset date.

- MSA Los Angeles COVID-19 Compliance Officers will notify the Los Angeles County Department of Public Health of any COVID-19 hospitalizations or deaths among students or staff by sending a notification to [ACDC-Education@ph.lacounty.gov](mailto:ACDC-Education@ph.lacounty.gov).
- MSA Los Angeles Schools will inform all employees how to obtain testing, will offer testing at no cost and during paid time, and will provide testing in a manner that ensures employee confidentiality. An over-the-counter COVID-19 test may be both self-administered and self-read if the results are verifiable, such as through a time/date stamped photograph or through use of an over the counter test that uses digital reporting of results.
- Notifications will be provided by the Home Office COVID-19 Response Team depending on the county where the school is located.
- For Los Angeles campuses: The COVID-19 Compliance Officer will instruct the individual who tested positive to follow the LACDPH COVID-19 Home Isolation instructions and will inform the positive case that LACDPH will contact them directly to collect additional information and to issue a Health Officer Order to isolate.
- Site administrators of MSA- 2, 3, 4, 6, and 8 will report to LAUSD using the Initial Exposure Management (IEM) Reporter App, as detailed in the latest LAUSD IOC guidance on exposure management reporting.
- The notification to the local public health department must include:
  - 1) The full name, address, telephone number, and date of birth of the individual who tested positive;
  - 2) The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
  - 3) The full name, address, and telephone number of the person making the report.
  - For San Diego Charter School locations, the public health department should be notified either via phone at (888) 950-9905, or online at [www.coronavirus-sd.com](http://www.coronavirus-sd.com). The notification should list the following information: 1) The name of the person reporting, 2) the Charter School name and district, 3) the Charter School address, 4) your position at the Charter School. For the individual diagnosed with COVID-19, the notification should list the individual's: 1) Name, 2) date of birth, 3) contact information (phone number and email), 4) the individual's last date on the Charter School campus, and 5) any additionally relevant comments.

- For Los Angeles County Charter School locations: The Charter School will report any clusters of three or more school-related COVID-19 cases online through the Shared Portal for Outbreak Tracing (SPOT):[https://spot.cdph.ca.gov/s/?language=en\\_US](https://spot.cdph.ca.gov/s/?language=en_US). If there are multiple cases to report, schools can submit their reports using the “Bulk Upload Template” located within the SPOT portal. All cluster reporting notifications should be submitted to LACDPH within 1 business day of being notified of the third case within any group. Schools that need assistance on COVID-19 case reporting or other exposure management processes can call the TK-12 School COVID-19 Case Reporting Call Center, Monday through Friday from 8:00 AM to 5:00 PM at (833)707-0319.
- For Orange County Charter School locations: Contact the Orange County Public Health Department via phone at 714-834-8180, or via email at [epi@ochca.com](mailto:epi@ochca.com).
- Notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.
- Close off areas used by any sick person and do not use before cleaning and disinfection.
- Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
- Update protocols as needed to prevent further cases in accordance with CDPH Guidelines (“Responding to COVID-19 in the Workplace”).
- Implement communication plans for exposure at school and potential school closures in the event of an outbreak or other necessary circumstances, to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
- Maintain regular communications with the local public health department.
- If the school site must be closed for in-person instruction, develop a contingency plan for continuity of education using independent study. Independent study shall include all of the following:
  - Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work;
  - Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction;
  - Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English



learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports;

- Special education, related services, and any other services required by a student’s individualized education program, with accommodations necessary to ensure that individualized education program can be executed in an independent study learning environment;
- Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning;
- Providing synchronous instruction as required by law.
  - “Synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5.
    - For TK/K-3 opportunities must occur daily.
    - For 4-8 opportunities must occur weekly along with daily live interaction.
    - For 9-12 opportunities must occur weekly.
    - Can be classroom style, designated small group, or one-on-one.
  - The “teacher of record for that pupil” pursuant to Section 51747.5 is the assigned supervising teacher who must be an employee. There is not more than one supervising teacher.
- Charter School will document each pupil’s participation in synchronous instruction.
- Continuing to provide school meals.
- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- If the COVID-19 case was present on the Charter School campus, the individual must be excluded from campus for at least 5 days from COVID-19 symptom onset, or if asymptomatic, 5 days from the date the specimen was collected for the positive COVID-19 test, as detailed below.

- **Outbreak.** In the event of an outbreak or cluster at a Charter School:

- The Charter School will review and comply with the COVID-19 Outbreak Procedures of its Injury and Illness Prevention Program with regard to workplace safety procedures required by Cal/OSHA to protect employees' health.
- The Charter School CTF and COVID-19 Compliance Officer will work closely with local county public health officials, timely provide all required information, and otherwise comply with all CDPH and local guidance regarding outbreaks.<sup>4</sup>
- The COVID-19 Compliance Officer for MSA Los Angeles campuses will immediately call the LACDPH at (833) 707-0319 or submit an online report at [https://spot.cdph.ca.gov/s/?language=en\\_US](https://spot.cdph.ca.gov/s/?language=en_US).
- The Charter School will notify students, families, employees, and stakeholders that the Charter School and local public health department are investigating a cluster and/or outbreak. The notice will encourage all stakeholders to follow public health recommendations.
- The Charter School will additionally notify all stakeholders if the school is to be closed for 14 days due to widespread and/or ongoing transmission of COVID-19 at the school or in the general community.
- The Charter School will identify absenteeism among those in affected classes and coordinate with the LHD to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the case's infectious period.
- Limit visitors to the affected Charter School campus, except for those that are essential to the Charter School's mission. Law Enforcement Personnel (Sheriff and Police), Fire, Medical, Emergency, or government employees who are responding to, working at, or inspecting the facility will be allowed to access the Charter School campus.
- Discontinue all non-essential in-person group activities at the Charter School Campus during the outbreak.
- Identify absenteeism among affected classes and contact those absentees to screen for COVID-19 symptoms.

**6. Exposure Management Policy: Close Contacts, Tracing, and Quarantine.** Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound

---

<sup>4</sup> In the event of an outbreak, all Charter School locations will comply with guidance titled "Management of Outbreaks of COVID-19," issued by the LAC DPH. This protocol can be found at: [http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement\\_K12Schools.pdf](http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement_K12Schools.pdf). In the event that other state or local guidance provides more stringent outbreak protocol, the Charter School will comply with such protocol.

policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the LAC DPH as well as “COVID-19 Public Health Guidance for K-12 Schools in California, 2022+232 School Year” promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Contact Tracing.** Upon discovery of a confirmed case on campus, the COVID-19 Compliance Task Force will conduct contact tracing by utilizing either Group Tracing or Individual Contact Tracing to identify individuals who had “Close Contacts” with the confirmed case during his or her infectious period. Only Individual Contact Tracing may be used at MSA 2, 3, 4, 6, and 8.
- **“Close Contact”** is defined as spending a total of fifteen minutes or more over a 24-hour period in the same indoor airspace as a confirmed case during the confirmed case’s infectious period (two days before symptom onset until clearance from isolation, or, for asymptomatic cases, from two days before their first positive test until clearance from isolation). For large indoor airspaces of 400,000 cubic feet per floor (such as open-floorplan offices, warehouses, large retail stores, or manufacturing or food processing facilities) close contact is defined as being within 6 feet of the infected person for a cumulative total of 15 minutes or more over a 24-hour period during the infected person’s infectious period. Spaces that are separated by floor-to-ceiling walls (e.g. offices, suites, break/eating areas separated by floor-to-ceiling walls) are considered distinct indoor airspaces.)
  - In Los Angeles County, close contacts occurring in “large indoor airspaces,” may be limited to 1) those in a pre-defined or identifiable group (e.g. teammates, club members, cohort, etc.) or 2) those within 6 feet of the infected person for 15 minutes or more over a 24-hour period.
  - If a Los Angeles County campus utilizes the 6-ft definition of close contact, it must still issue an exposure notification to all who qualify as close contacts under the “same airspace” definition, and must issue a strong recommendation to those individuals to (1) monitor for symptoms; (2) wear a highly-protective mask around others indoors; and (3) test with an FDA-authorized viral COVID-19 test within 3-5 days since the last date of exposure.
  - Persons with an outdoor exposure at school are not considered close contacts.
  - For Los Angeles Campuses: when notifying any individual that they are a close contact of a positive case, the COVID-19 Compliance Officer will provide that individual with a copy of the LACDPH Public Health Emergency Quarantine Order. Notifications that

an individual is a close contact will also contain all messages required to be included pursuant to the LACDPH K-12 Exposure Management Plan guidance.

- All MSA campuses will maintain classroom seating charts to facilitate future identification of close contacts.
- In the event of notice of potential exposure,<sup>5</sup> with regards to its employees, the Charter School will follow all steps set forth in its Injury and Illness Prevention Program COVID-19 Addendum.
- **“Highly Protective Mask.”** In some circumstances, masking is required in response to exposure to a confirmed case or following isolation. LAUSD defines this to mean masks that are well-fitting, non-cloth masks of multiple layers with a nose wire, or cloth masks that meet American Society for Testing and Materials (ASTM) standards for high filtration efficiency (ASTM F3502-Level 2) or have a particle filtration efficiency of at least 95%. More information can be found on the Los Angeles County Department of Public Health’s website: <http://publichealth.lacounty.gov/acd/ncorona2019/masks/>.
- **Individual Contact Tracing.** Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) within 6 feet of a confirmed case during their period of infectiousness. The COVID-19 Compliance Task Force for each campus shall conduct contact tracing investigation by conducting interviews, reviewing seating charts and class schedules, and other means necessary to fully investigate possible exposures.
  - Pursuant to LAUSD exposure protocols, Individual Tracing shall be used for investigating all close contacts.
  - After confirmation of a positive case at MSA 2, 3, 4, 6 or 8, the COVID-19 Compliance Officer must submit an IEM Report listing all close contacts.
- **Group Tracing.** MSA 2, 3, 4, 6, and 8 may no longer use the group Tracing approach to contact tracing for students. MSA SD shall use Group Tracing for student exposures in the school setting and individual notification for employee exposures and student exposures outside of the school setting. All other MSA campuses shall have the option to utilize either group tracing or individual contact tracing to track exposures among students or employees, as follows:

---

<sup>5</sup> Notice of potential exposure means any of the following: (a) notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite; (b) notification from an employee, or their emergency contact, that the employee is a qualifying individual; (c) notification through the Charter School’s testing protocol that the employee is a qualifying individual; or (d) notification from a subcontracted employer that a qualifying individual was on the school site. (Labor Code § 6409.6, subd. (d)(3).)

- Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their period of infectiousness.
  - Notification should occur to “groups” of exposed students (e.g., classmates, teammates, cohorts, etc.) rather than contact tracing to identify individual “close contacts” (e.g., those within 6 feet).
  - Notifications should be provided to all individuals considered exposed, including those who are vaccinated and/or recently infected.
  - MSA 2, 3, 4, 6 and 8 COVID-19 Compliance Officers will provide students and employees with a single rapid antigen test per close contact.
- **Exposure Notification.**
  - Notification can be done using an individual notification or group notification method where individuals are notified of their exposure and advised of actions to take, such as testing requirements to remain on campus, in keeping with public health guidance on exposure and quarantine responses.
  - School will strongly recommend testing for all students, employees, and visitors in close contact with the confirmed COVID-19 case.
  - The Charter School will issue all notices to employees and independent contractors as required by Cal/OSHA regulations and the COVID-19 Prevention portions of the Charter School’s Injury and Illness Prevention Program.
- **Quarantine Procedures.**
  - **MSA 1, 5, and 7 Employees** are not required to quarantine provided they remain asymptomatic, and 1) monitor for symptoms, 2) wears a highly protective mask around others indoors for 10 days from exposure, except when eating or drinking; 3), and tests negative using an FDA-authorized viral COVID-19 test on Day 3-5 from exposure. Asymptomatic employees who were previously infected with COVID-19 in the last 30 days are not required to quarantine and are exempt from testing but must mask around others indoors for 10 days after last exposure.
  - **MSA 2, 3, 4, 6, and 8 Employees**, regardless of booster status, can remain at work following exposure to a positive case as long as they monitor for symptoms and remain asymptomatic, wear a highly-protective mask at all times indoors (except when eating or drinking) for ten days following the last date of exposure, and test negative with a rapid test within 3-5 days after last date of exposure. Employees who have had a positive COVID-19 test in the past 30 days are exempt from testing.
  - **MSA SA Employees** are not required to quarantine provided they remain asymptomatic, and 1) monitor for symptoms, 2) wears a highly protective mask around

others indoors for 10 days from exposure, except when eating or drinking; 3), and tests negative using an FDA-authorized viral COVID-19 test on Day 3-5 from exposure. Asymptomatic employees who were previously infected with COVID-19 in the last 30 days are not required to quarantine and are exempt from testing but must mask around others indoors for 10 days after last exposure.

- **MSA SD Employees**, regardless of vaccination status, may remain at work so long as they do not have symptoms, test negative on Day 3-5 from their last exposure, and wear a well-fitting mask indoors around others for at least 10 days following the date of last exposure. Employees who are a close contact with a household member can also remain at work if they do not have symptoms, with testing immediately upon learning that they are a close contact, and on Day 3-5 after the COVID-positive household member completes their isolation period.
- **MSA 1, 5, and 7 Students**, regardless of vaccination status, may remain on campus following exposure so long as they 1) remain asymptomatic and monitor for symptoms, 2) wear a highly protective mask around others indoors, except when eating or drinking, for 10 days from exposure, and 3) test with an FDA-authorized viral COVID-19 test within 3-5 days after last exposure.
- **MSA 2, 3, 4, 6, and 8 Students**, regardless of vaccination status, can remain at school following exposure to a positive case as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when eating or drinking) for ten days following the last date of exposure, and test negative with a rapid test within 3-5 days of last exposure. Students who have had a positive COVID-19 test within the last 30 days are exempt from testing. If a student is a close contact but has a mask exemption, they may remain at school but are required to wear a face shield with a drape for 10 days following last exposure. If they cannot tolerate a face shield, they may remain on campus if they 1) remain asymptomatic, 2) monitor for symptoms for 10 days from last exposure, 3) test negative for COVID-19 once during days 3-5 from exposure and once during days 6-9. Students who cannot mask or meet these requirements must remain home until after Day 10 from exposure.
- **MSA SA Students**, regardless of vaccination status, may remain on campus following exposure so long as they 1) remain asymptomatic and monitor for symptoms. It is strongly recommended that student close contacts test within 3-5 days after last exposure, unless they have had COVID-19 within the last 30 days.
- **MSA SD Students**, regardless of vaccination status, may remain on campus so long as they 1) remain asymptomatic and monitor for symptoms, and 2) test negative for

COVID-19 between Day 3-5 from last exposure. Students who have had COVID-19 within the last 30 days do not need to test.

o ***MSA 2, 3, 4, 6, and 8 Quarantine Guidelines for Household Close Contacts***

Individuals who are continuously exposed at home to a household member who has tested positive can remain at school or work as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when eating or drinking) for ten days after the last date of exposure to the positive household member while infectious, and test negative within 3-5 days after last date of exposure to the positive household member while infectious. Individuals are exempt from testing if they have recovered from a confirmed positive COVID-19 test in the past 30 days. If household close contact is symptomatic, they should test immediately, and if negative, test again on Day 5 from the positive household member's first day of isolation. If the second test result is negative and the individual has been fever-free for 24 hours without using fever-reducing medications and has improved symptoms, they can return on Day 6. The individual must mask at all times indoors at school/work for a full 10 days after last exposure.

**7. Sanitizing/hygiene materials and practices:**

- The Charter School will develop plans and routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.
- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- Trash cans will be placed near restroom doors and students and staff will be instructed to use a paper towel to prevent touching the handle with their hands.
- A restroom will need to be dedicated for individuals in the isolation area. This restroom must be cleaned and sanitized before other occupants may use it.
- If handwashing stations near classrooms are not practicable, and to facilitate use by students and staff as needed, the Charter School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more

effective than the use of hand sanitizers). This hand sanitizer will be made available to both students and staff at all strategic locations throughout the Charter School Campus.

- The Charter School will not use hand sanitizer with isopropyl alcohol as the main ingredient.
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Children under age 9 should only use hand sanitizer under adult supervision. Hand sanitizer will also not be left out in the open in classrooms for students under the age of 9.
- The Charter School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

**8. Routine cleaning and disinfecting:** The Charter School will maintain a high level of cleanliness throughout the year to help reduce the risk of exposure to and spread of COVID-19 at the school site. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the [U.S. Environmental Protection Agency COVID-19](#) list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

- Custodial staff will perform routine and thorough cleaning once per day, and when students are not present. When cleaning, the space will be aired out before children arrive.
- Routine cleaning practices include, but are not limited to:
  - Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;
  - Dusting hard surfaces;
  - Damp wiping of hard surfaces to ensure they are free of debris;
  - Wet mopping of floors;
  - Vacuuming carpets and mats.
- Health Office areas, including the general health office, isolation area, and quarantine area, may require more frequent cleaning and rapid response, as needed.
- Student restrooms will be serviced at least twice a day and will be fully cleaned and disinfected using electrostatic equipment by the night cleaning crew once per day.
- The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, and cafeterias.
- The Charter School will clean high touch areas in staff breakrooms at least once per day.



- Cleaning and Disinfection after a Confirmed Case on Campus:
  - If an individual confirmed to have COVID-19 was on campus, the Charter School will complete enhanced cleaning and disinfection procedures in the spaces occupied by the confirmed COVID-19 case.
  - Employees completing this cleaning must wear a mask and gloves at all times and will refer to Material Safety Data Sheets or follow the instructions on the chemical labels.
  - When disinfecting, the Charter School will use an EPA-registered disinfectant that is approved for emerging pathogens.
  - Custodians will focus on immediate areas occupied by the confirmed COVID-19 case.
  - Custodians will clean and disinfect:
    - All non-porous surfaces in the ill occupant's space/office, as well as on shared equipment (like tablets, touch screens, keyboards, remote controls) in bathrooms and shared spaces used by the ill person. Cleaning and disinfection will also focus on high-touch surfaces (e.g. desk, table, hardbacked chair, doorknob, light switch, handle, computer, keyboard, mouse, telephones).
    - On porous surfaces (e.g., carpets, chairs) in the confirmed COVID-19 case's space or office, custodians will remove visible contamination, clean with appropriate cleaners, and disinfect with a liquid/spray indicated for use on the material.
  - The space(s) where the confirmed COVID-19 case was present may be reoccupied once these cleaning and disinfection procedures have been completed.
- The Charter School will ensure proper ventilation during all cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- The Charter School will comply with [CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools](#) to the greatest extent practicable for each facility.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles, will be routinely cleaned.
- Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.

- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list “N” and require staff to follow product instructions. MSA-2, 3, 4, 6, and 8 will use disinfectants from the LAUSD’s List of Approved Hand Sanitizers and Disinfectants.
  - To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
  - The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
  - Staff shall follow label directions for appropriate dilution rates and contact times.
  - The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.

**9. Facility measures:** The Charter School will incorporate CDE guidance measures for maintaining a healthy facility, to include some or all of the following:

- Maintenance staff will regularly inspect and test ventilation systems and fans to confirm they operate properly and will increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
  - The Charter School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- HVAC systems will be set to maximize indoor/outdoor air exchanges unless outdoor conditions (recent fire, high outdoor temperature, humidity, and pollen levels) make this inappropriate.
- If an HVAC system becomes nonoperational, additional ventilation should be provided with the use of fans or relocating classes until repairs are completed.
- The COVID-19 isolation and quarantine areas should be outdoors when feasible to maximize ventilation and minimize exposures to COVID-19 infection. Under no

circumstances should an isolation or quarantine area be in a room without a functioning HVAC system.

- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

#### **10. Extracurricular Activities:**

- All extracurricular activities operated by or supervised by school personnel or occurring on a school site, whether or not occurring during school hours, will be undertaken in compliance with this policy and all required public health measures applicable to K-12 schools. This applies to sports, band, chorus, clubs, and other similar activities and organizations. All MSA campuses will operate and supervise extracurricular activities in compliance with the latest California Department of Public Health K-12 guidance and any other relevant state or county guidance on sports and extracurricular activities.
- MSA Los Angeles sports programs will observe all required elements of the most updated version of the Los Angeles County Department of Public Health's "COVID-19 Exposure Management Plan Guidance, Youth Recreational Sports Programs" and the Los Angeles County Department of Public Health's "Protocol for Organized Youth Sports: Appendix S" in addition to any future binding guidance applicable to K-12 youth sports programs.
  - Each Los Angeles campus's COVID-19 Compliance Officer shall fulfill the duties of the COVID-19 Organized Youth Sports Program Compliance Officer, as those duties are described in LACDPH's sports-related COVID-19 guidance.
  - Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that the required LACDPH youth sports exposure management protocols are followed in accordance with current guidance.
  - Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that all mandatory testing required by the LACDPH's youth sports guidance is conducted in accordance with current guidance.
- All MSA extracurricular programs will keep updated rosters of all participating students and staff to facilitate identification of close contacts.
- Indoor mask use remains an effective layer in protecting against COVID-19 infection and transmission, including during sports, music, and related activities, especially activities

with increased exertion and/or voice projection, or prolonged close face-face contact.

Accordingly:

- Masks are strongly recommended indoors at all times for teachers, referees, officials, coaches, and other support staff.
- Masks are strongly recommended indoors for all spectators and observers.
- Masks are strongly recommended indoors at all times when participants are not actively practicing, conditioning, competing, or performing. Masks are also strongly recommended indoors while on the sidelines, in team meetings, and within locker rooms and weight rooms.
- When actively practicing, conditioning, performing, or competing indoors, masks are strongly recommended by participants even during heavy exertion, as practicable. Individuals using instruments indoors that cannot be played with a mask (e.g., wind instruments) are strongly recommended to use bell coverings and maintain a minimum of 3 feet of physical distancing between participants. If masks are not worn (or bell covers are not used) due to heavy exertion, it is strongly recommended that individuals undergo screening testing at least once weekly, unless they had COVID-19 in the past 30 days. An FDA-authorized antigen test, PCR test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status.

**11. Use of Face Coverings:** The Charter School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidance and this Policy unless a person is subject to exemption.

- All MSA students are strongly recommended but no longer required to wear a face mask when indoors at any Charter School Campus building, bus, or other enclosed space. Individuals must still wear masks when entering a COVID-19 testing site, symptom and wellness check area, isolation or quarantine area, or other medically sensitive area.
- Staff who return to work from isolation after having COVID-19 must wear a highly-protective mask around others, except when eating or drinking, for the full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test.
- Students who return to school from isolation after having COVID-19 are strongly recommended to wear a highly-protective mask around others, except when eating or drinking, for a full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test.

- MSA Los Angeles students and employees are required to wear a highly protective mask for 10 days following close contact exposure to a confirmed case. Students and employees of MSA- 1, 5 and 7 who are exempt from wearing a mask may remain in school following exposure if they remain asymptomatic, monitor for symptoms for 10 days from exposure, and test negative for COVID-19 once within 3-5 days after exposure and once 6-9 days after exposure. Otherwise, they must remain home for 10 days from exposure. Students and staff of MSA- 2, 3, 4, 6 and 8 who are exposed to a confirmed case and who have a mask exemption may wear a face shield with a drape along the bottom edge if tolerable instead of a mask, but if they cannot tolerate a face shield, they must remain asymptomatic, monitor for symptoms for 10 days from exposure, and test negative for COVID-19 once within 3-5 days after exposure and once 6-9 days after exposure to remain in school.
- Students and employees are required to wear a highly protective mask at all times in a LACDPH-designated outbreak setting (e.g., individuals who are part of the specific classroom or group involved in the outbreak must wear masks).
- No person at any MSA campus can be prevented from wearing a mask as a condition of participation in an activity or entry into the school site unless wearing a mask would pose a safety hazard.
- Face masks—to the extent they are required—are required without regard to vaccination status.
- Face masks and face shields, if required, may be removed for meals, snacks, naptime, showers, or outdoor recreation, or when needing to be replaced. When any type of face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student’s name and date) until it needs to be put on again.
- The Charter School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.
- Employees should wear a clean face mask to work every day if still required to wear one.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- The Charter School will post signs regarding the need for, proper use, removal, and washing of face coverings and shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.
- When pedagogically necessary, Teachers still subject to an indoor face mask requirement may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) or transparent masks in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from

others to the extent practicable. Staff must return to wearing their normal surgical-grade face covering at all other times, unless otherwise exempted.

- The Charter School will evaluate any employee's request for accommodation from the Charter School's facial covering policy/requirement pursuant to the MPS Employee Handbook and applicable law for all lawfully recognized accommodations. Employees requesting an accommodation from the facial covering policy/requirement must provide appropriate documentation and contact human resources.
- Per Los Angeles County Department of Health Guidance, employees based in Los Angeles County who are granted exemptions from wearing a mask while indoors must undergo COVID-19 testing at least twice per week, unless the employee provides proof of full vaccination against COVID-19 and proof of receipt of any vaccine booster to which the employee is eligible.
- Accommodations for students:
  - Pursuant to CDPH Guidance on the use of face masks, individuals with a medical condition, mental health condition, or disability that prevents wearing a mask are to be accommodated with an exemption from mask wearing. This includes those who are hearing impaired as well as those who communicate with the hearing impaired.
  - If a student cannot wear a mask due to a medical condition, mental health condition, or disability, he or she should wear the next most effective alternative that can be tolerated, such as a transparent face shield with a cloth draping sealing the bottom.
  - Parents/guardians who believe their student may need an accommodation from the Charter School's facial covering policy and requirement should contact the Charter School principal.
  - Upon receipt of appropriate documentation, the Charter School will evaluate requests for accommodation and determine what, if any accommodations the Charter School can provide.
  - Assessment of whether a medical condition, mental health condition, or disability warrants a mask accommodation is a medical determination that must be made by a physician, nurse practitioner, physician assistant. Self-attestation and parental attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations.
  - Students exempted from wearing a mask or face shield, where they are still required, are strongly encouraged to be vaccinated against COVID-19 and to receive boosters when eligible and to be tested for COVID-19 at least twice a week. If a student is exempt from wearing any type of face covering and is not vaccinated,

the Charter School shall implement physical distancing and other isolation measures to the greatest degree feasible.

**12. Use of Gloves and Personal Protective Equipment:** The Charter School is no longer required by emergency public health orders to require the use of gloves and personal protective equipment. Any employee or student who wishes to wear gloves and/or personal protective equipment beyond the required facial coverings may do so, provided that they dispose of them safely and appropriately and do not wear gloves or personal protective equipment of a type or in a manner that interferes with their ability to perform their duties. Upon request, the Charter School will provide gloves, a protective gown, and/or a well-fitting medical grade mask to any employee dealing with sick children, performing cleaning or disinfection, or when otherwise working indoors in close contact with others or when there is heightened likelihood of contact with respiratory secretions or other bodily fluid.

**13. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness.**

Pursuant to state and local health guidance, the Charter School has developed the following measures to mitigate the risk of COVID-19 to vulnerable student groups:

- The Home Office COVID-19 Response Team or designee will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
- The Home Office COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
  - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
  - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
  - Individuals who may not be able to communicate symptoms of illness.
- The Charter School is prepared for opening to provide Free Access to Public Education (“FAPE”) in the least restrictive environment (“LRE”) for each student. All students with disabilities will receive services according to their IEP. In accordance with IDEA, it is critical to reinforce the understanding that students receiving special education services, or 504

accommodations are general education students first. Balancing the educational needs with the health and well-being of students and staff is our top priority.

- Every child and adolescent with a disability is entitled to FAPE and is entitled to special education services based on their individualized education program (IEP). The Charter School continuously review and problem solve to balance safety and service needs. In order to provide the required level of safety, systems, processes and service delivery models have been reviewed. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for closer proximity. This will be evaluated on a case-by-case basis. For example, additional provision of PPE supplies to staff (gloves, gowns, face shields and Plexiglas dividers) who are required to deliver hand-over-hand instruction or hygiene service needs for students.
- Evaluations and Timelines:
  - All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations. IEP Team meetings and 504 meetings that were missed due to the March school facility closures will be rescheduled and conducted as soon as possible, if not already conducted. All IEP team meetings and 504 meetings will be conducted virtually until the use of school facilities return to normal operations.
- Services:
  - The IDEA allows for flexibility in determining how to meet the individualized needs of students receiving special education services. State guidelines for the delivery of special education and related services will be implemented while protecting the health and safety of students as well as the individuals providing the services.
  - If a student is unable to access their education in person due to medical or other circumstances, including the inability to wear a face covering, alternative means of delivering these services will be provided.
  - The Charter School will provide appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
  - All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
  - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
  - Individuals who have trouble understanding information or practicing preventive



measures, such as hand washing and physical distancing; and

- Individuals who may not be able to communicate symptoms of illness.

**14. COVID-19 Vaccination Policy for Employees.** The Charter School has adopted the following COVID-19 employee vaccination policy (“Employee Vaccination Policy”). The purpose of this Employee Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission (“EEOC”), Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and local health authorities.

- Pursuant to the LAUSD’s August 13, 2021 communication entitled “COVID-19 Vaccination Requirement for Employees and Other Adults Working at District Facilities,” all employees, contractors, and other adults providing services at any District-owned school site must be fully vaccinated against COVID-19 no later than October 15, 2021. This directive is a condition of both employment and continued employment. **This policy applies to MSA-2, 3, 4, 6, and 8.**
- Pursuant to the LAUSD’s December 16, 2021 communication entitled “Charter School COVID-19 Vaccination Compliance Certification Regarding Employees and/or Other Adults Providing Services to or for the Charter School on Any Site Including Non-District Property Occupied by Any District Authorized Charter School,” the LAUSD employee vaccine mandate will apply to all LAUSD-authorized charter schools, whether on District-property or not. **This policy applies to MSA-7.**
  - Under this policy, all employees of LAUSD-authorized schools, as well as all other adults who provide services to or for the Charter School, must become fully vaccinated against COVID-19 by June 30, 2022.
  - Unlike LAUSD’s employee vaccine mandate for charter schools located on District-owned campuses, this policy permits the school to grant reasonable accommodations from vaccination to employees and other adults providing services at the school.
  - No employee or other adult providing services to MSA 7 will be permitted on campus if they have not either become fully vaccinated against COVID-19 or received an accommodation from MSA-7 by June 30, 2022.
  - MSA-7 shall prepare and carry a process for fielding requests for exemptions and shall establish in writing how its reasonable accommodation process is aligned with the goal of protecting the health and safety of all students, staff, and the school community against the threat of COVID-19.

- Employees and adults providing services at MSA-7 who need an exemption from vaccination must contact the MSA-7 Compliance Task Force and the HR Department as soon as possible if they need an exemption from vaccination.
- Furthermore, pursuant to this policy, MSA 7 must be prepared to provide LAUSD with any and all documents/records demonstrating that it is monitoring its employees and other adults who provide services to or for the Charter School and otherwise relating to the Charter School's compliance with LAUSD requirements.
- **Proof of COVID-19 Vaccination:**
  - Consistent with applicable law, the Charter School will only accept the following forms of proof of COVID-19 vaccination:
    - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
    - A photo of a Vaccination Record Card as a separate document; OR
    - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
    - Documentation of COVID-19 vaccination from a health care provider; OR
    - Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
    - Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.
  - Any MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MPS campus who either fails to provide proof of COVID-19 or provides proof of vaccination that is not consistent with the above-referenced acceptable forms of proof will be deemed unvaccinated.
  - Employees may their submit proof of COVID-19 vaccination to the MPS Human Resources Department.
  - The Charter School will securely maintain the confidentiality of employee COVID-19 vaccination data in strict compliance with all applicable legal authority.
- **Accommodations:** Employees may request an accommodation from COVID-19 vaccinations and/or COVID-19 testing due to a medical issue or sincerely held religious belief, practice or observance that may prevent an employee from vaccinating or testing for COVID-19. Upon receiving a request for accommodation from COVID-19 testing and/or vaccinations, the Charter School will engage in the interactive process and determine what, if any

accommodations can be provided. However, the Charter School may not be required to provide an employee with an accommodation, should it result in a direct threat to health and safety at the School or to the employee or if the accommodation will cause an undue hardship for the School, among other reasons.

- **Compliance Period:**

- Employees at MSA-2, 3, 4, 6, and 8 campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.
- Employees at MSA-7 must submit proof of vaccination to the Charter School by June 30, 2022.

- **Non-Compliance:**

- Any employee deemed to be in non-compliance with this policy may be subject to disciplinary action, up to and including termination from at-will employment.
- The Charter School reserves the right to refuse entry to campus to any volunteer, vendor, contractor other adult supporting Charter School functions, should they fail to comply with the proof of vaccination and testing directives as stated in this Policy.
- All employees who have not yet vaccinated should do so outside of working hours. Employees who demonstrate they are unable to get vaccinated outside working hours may use accrued sick leave for time spent attending a COVID-19 vaccination appointment. In such cases, employees must consult with their supervisors regarding the best time to be excused to receive the vaccine and are responsible for arranging coverage during their absence to get vaccinated, if applicable.
- The Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine or for electing not to receive the COVID-19 vaccine. However, the School reserves the right to appropriately discipline an employee for non-compliance with this policy, consistent with applicable law.
- As public health and legal guidance regarding COVID-19 vaccinations evolves, the Charter School reserves the right to revise this Employee Vaccination Policy. Upon any revision to this Employee Vaccination Policy, the Charter School will provide immediate notice in writing to all employees.
- Employee with any questions regarding the Charter School's Employee Vaccination Policy may contact Human Resources Department at [hr@magnoliapublicschools.org](mailto:hr@magnoliapublicschools.org).

**15. COVID-19 Vaccination Policy for Students.** The Charter School has adopted the following COVID-19 student vaccination policy (“Student Vaccination Policy”). The purpose of this Student Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and local health authorities.

- Pursuant to the directive of the Los Angeles Unified School District, all students of MSA-2, 3, 4, 6, 7, and 8 who are eligible to receive COVID-19 vaccination must be vaccinated against COVID-19 by the first day of the 2023-24 school year, unless medically exempted, or they will not be permitted on campus. At this time, the Student Vaccination Policy applies only to students at MSA-2, 3, 4, 6, 7, and 8.
- **Proof of Vaccination.**
  - Vaccination status can only be proven by one of the following methods acknowledged by the California Department of Public Health:
    - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control and Prevention or WHO Yellow Card) which includes the name of the person vaccinated, type of vaccine provided and date last dose administered; OR
    - A photo of a Vaccination Record Card as a separate document; OR
    - A photo of the client’s Vaccination Record Card stored on a phone or electronic device; OR
    - Documentation of COVID-19 vaccination from a health care provider; OR
    - Digital record that includes a QR code that when scanned by a SMART Health Card reader display to the reader client name, date of birth, vaccine dates and vaccine type.
- **Parental Consent.**
  - Parent/guardian consent is required for vaccination of students 12-17 years of age.
  - A student consent form is available at the Daily Pass Portal at <https://DailyPass.lausd.net> and is included to be filled out as part of the process of making an appointment to receive COVID-19 vaccination from the Los Angeles Unified School District.
  - Parents/guardians may be present at, but will not be required to attend, their child’s appointment to receive a COVID-19 vaccination from the Los Angeles Unified School District.
- **Compliance Requirements.**

- To provide proof of vaccination, parents/guardians must upload adequate documentary proof of vaccination to the Daily Pass system and ensure that the information appears in the “Vaccinations” tab of their student’s Daily Pass. Students vaccinated by the Los Angeles Unified School District do not need to submit their vaccination record, as it will be automatically updated following receipt of the vaccine.
- At this time, the Pfizer-BioNTech COVID-19 vaccine is the only vaccine approved for individuals aged 12 to 17. Students who are 18 or older may also use the Johnson & Johnson or Moderna vaccine to satisfy the vaccination requirement.
- To meet the deadlines imposed by the Los Angeles Unified School District for student vaccination, students aged 12+ should receive their first dose of the Pfizer-BioNTech vaccine no later than 5 weeks prior, and second shot no later than two weeks prior, to the vaccination requirement deadline. To meet the vaccination deadline, students aged 18+ should receive the single dose of the Johnson & Johnson vaccine no later than two weeks prior to the vaccination deadline. And, to meet the deadline using the Moderna vaccine, students should receive their first shot no later than 6 weeks prior to their deadline with their second shot coming no later than two weeks prior to the vaccination requirement deadline.
- **Exemptions and Conditional Admissions.**
  - Parents/guardians may apply for exemptions from the COVID-19 vaccine requirements only for medical reasons. The medical exemption process must be followed with the completion of the *Student Medical Exemption to the COVID-19 Vaccine* form and its submission via the Daily Pass portal.
  - Students who are not in compliance by the deadline may be conditionally admitted if they are in one of the following groups: 1) foster youth, 2) experiencing homelessness, 3) migrant, 4) military family, or 5) has an IEP.
  - There are no religious or personal belief exemptions to the Student Vaccination Policy. Because this Student Vaccination Policy is implemented at the directive of the Los Angeles Unified School District, the Charter School cannot grant exemptions outside of those granted through the District’s Daily Pass process.
- MSA 2, 3, 4, 6, 7, and 8 students who fail to comply with the Student Vaccination Policy by the first day of Fall Semester 2023, will be excluded from physically entering campus.
- MSA 2, 3, 4, 6, and 8 students will still be required to comply with all COVID-19 testing frequencies mandated by the Los Angeles Unified School District without regard to vaccination status.

**16. Communications to the Charter School Community:** The Charter School will keep families, staff, and the community informed, engaged, and in touch as the new school year begins, by implementing the following communications measures:

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.
- Communications will include a process for engaging families for potentially unknown concerns that may need to be accommodated.
- Prior to the start of the school year, the Charter School will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
  - Proper use, removal and washing of face coverings.
  - Screening practice.
  - How COVID-19 is spread.
  - COVID-19 specific symptom identification.
  - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID- 19, including pertinent isolation and quarantine policies.
  - Local community testing sites and options for obtaining COVID-19 testing from private medical providers, including any testing arranged by the Charter School.
  - Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention.
  - Guidelines for families about when to keep students home from school.
  - Systems for self-reporting symptoms.
  - Criteria and plan to close schools again for physical attendance of students.
  - Changes in Charter School extracurricular, academic, and meal programs to help prevent the spread of COVID-19.
  - Contact information at the Charter School for students who may have been exposed to COVID-19.
  - Charter School contact information if a student has COVID-19 symptoms or may have been exposed to COVID-19.
- The Charter School will provide information to parents and guardians regarding this Policy and related guidance, along with the safety measures that will be in place in indoor and outdoor settings with which parents and guardians must comply.
- This Policy will be posted at all public entrances to the Charter School campus.
- The Charter School will develop a communications plan for implementation if the school has

a positive COVID-19 case in accordance with CDPH and CDE guidelines.

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with the Charter School’s charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.

**Appendix**

**Site Specific Planning Form**

This document has been included to align with the Los Angeles Unified School District’s (“LAUSD”)’s COVID-19 Containment, Response and Control Plan (“Containment Plan”). Pursuant to the LAUSD’s Containment Plan, the LAUSD is requiring all Los Angeles Unified schools complete this form, along with the pre-filled versions of the Los Angeles County Department of Public Health COVID-19 Reopening Protocols for K-12 Schools: Appendices T1 and T2 documents.

School Name: \_\_\_\_\_

Date Last Revised: \_\_\_\_\_

**School Address:** \_\_\_\_\_

**Location Code:** \_\_\_\_\_

School Phone Number: \_\_\_\_\_

**Campus Density**

- Approximate Square Footage open: \_\_\_\_\_
- Maximum Student Capacity: \_\_\_\_\_
- Maximum Number of Staff with physical distancing: \_\_\_\_\_
- Total Number of Students Enrolled: \_\_\_\_\_
- 25% of Total Number of Students Enrolled: \_\_\_\_\_
- In-person class size is limited to: \_\_\_\_\_
- The **maximum** number of students & staff permitted on campus at any one time to ensure no more than 25% of total student body and to maximize physical distancing is:

<b>Specialized Services for defined subgroups of children (T1)</b>			
Enter the estimated total number of students that will return per grade (if none, enter 0)			
TK:	3:	5:	9:
K:	4:	6:	10:



1:	5:	7:	11:
2:	6:	8:	12:
Estimated total number of administrators, teachers, and other employees on campus supporting resumption of all permitted in-person services for students: _____			

Services

The [Grab & Go Food Center](#) located closest to this school is at:

- School Name: \_\_\_\_\_
- Address \_\_\_\_\_

The [COVID-19 Test Center](#) located closest to this school is at:

- School Name: \_\_\_\_\_
- Address: \_\_\_\_\_

School COVID-19 Compliance Task Force

Name	Job Title	Role
	(Principal)	Leader
		COVID-19 Compliance Officer
	(School Administrative Assistant)	Attendance Monitor
	(Plant Manager)	Cleaning/Disinfecting Operations
	(School Nurse)	Exposure Management Advisor
		Health Office Manager
		Data Collection Manager

**Health Office Set-up and Staff**

Type of Health Office	Indoor vs. Outdoor	Location	Staff Person(s)	Alternate	Runner
General Health Office (Non-COVID)					
Isolation Area (Recommended Outdoors)					

Quarantine Area					
-----------------	--	--	--	--	--

School Communications

The following information was sent to parents/students prior to the start of in-person services: (check all that apply)	
<input type="checkbox"/> Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed	<input type="checkbox"/> Options for COVID-19 testing if the student or a family member has symptoms or exposure to COVID-19
<input type="checkbox"/> Changes in school meals to avert risk	<input type="checkbox"/> Required use of face coverings
<input type="checkbox"/> How to conduct a symptom check before students leave home for school	<input type="checkbox"/> Changes in academic and extracurricular programs to avert risk
<input type="checkbox"/> Importance of student compliance with physical distancing and infection control policies	<input type="checkbox"/> Who to contact at the school if students have symptoms or may have been exposed
<input type="checkbox"/> School policies concerning parent visits to school and advisability of contact the school remotely	<input type="checkbox"/> Importance of providing up-to-date emergency contact information, including multiple parent contact options

[4832-6772-6068, v. 29](#)



Updated on 03/09/2023

### HEALTH AND SAFETY POLICY FOR COVID-19

It is the policy of Magnolia Public Schools (“Charter School”) to take all reasonable measures to prevent the spread of the novel coronavirus disease (“COVID-19”) among students and staff. In accordance with this policy, the Charter School is temporarily implementing health and safety measures to mitigate the spread of COVID-19 as the Charter School resumes in-person instruction. This policy recognizes that these measures are each designed to provide some protection against COVID-19. While there may be times when one measure may not be feasible, implementing alternative measures can provide additional layers of safety. This Policy includes both mandatory measures (using terms “shall” or “will”) as well as recommended measures intended to guide decisions in light of practical limitations.

This Policy is based on guidance provided by the Centers for Disease Control (“CDC”), the California Department of Education (“CDE”), the California Department of Public Health (“CDPH”), and relevant county public health officials. The Governor and each county public health official is vested with the authority to impose health and safety standards, which may vary by locality in response to different local conditions. The Charter School will, as necessary, consult with their county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions to individually determine whether more or less stringent measures are necessary to align with the applicable public health orders. The Charter School will fully cooperate with county public health officials regarding the screening, monitoring and documentation that will be required to permit careful scrutiny of health outcomes associated with the return to in-person instruction on Charter School campuses.

This Policy constitutes the Charter School’s COVID-19 Testing Plan, as required by Education Code section 32096 (SB 1479).

This Policy also constitutes the COVID-19 Infection Control Plan for each Charter School worksite. Prior to resuming in-person instruction, the Home Office COVID-19 Response Team shall perform a comprehensive risk assessment of all work areas and work tasks in accordance with guidance from CDPH and this Policy. The following staff member(s) is (are) responsible for implementing this Policy at each campus:

<b>School Name</b>	<b>Staff Members</b>	<b>Phone Number</b>
Magnolia Science Academy-1	Home Office COVID-19 Response Team	213-628-3634
	MSA-1 Compliance Task Force Team	818-609-0507
Magnolia Science Academy-2	Home Office COVID-19 Response Team	213-628-3634
	MSA-2 Compliance Task Force Team	818-758-0300
Magnolia Science Academy-3	Home Office COVID-19 Response Team	213-628-3634
	MSA-3 Compliance Task Force Team	310-637-3806
Magnolia Science Academy-4	Home Office COVID-19 Response Team	213-628-3634
	MSA-4 Compliance Task Force Team	310-473-2464
Magnolia Science Academy-5	Home Office COVID-19 Response Team	213-628-3634
	MSA-5 Compliance Task Force Team	818-705-5676
Magnolia Science Academy-6	Home Office COVID-19 Response Team	213-628-3634
	MSA-6 Compliance Task Force Team	310-842-8555
Magnolia Science Academy-7	Home Office COVID-19 Response Team	213-628-3634
	MSA-7 Compliance Task Force Team	818-886-0585
Magnolia Science Academy-8	Home Office COVID-19 Response Team	213-628-3634
	MSA-8 Compliance Task Force Team	323-826-3925

Magnolia Science Academy-Santa Ana	Home Office COVID-19 Response Team	213-628-3634
	MSA-SA Compliance Task Force Team	714-479-0115
Magnolia Science Academy-San Diego	Home Office COVID-19 Response Team	213-628-3634
	MSA-SD Compliance Task Force Team	619-644-1300
MPS Home Office	Home Office COVID-19 Response Team	213-628-3634

In addition to in-person instruction, the Charter School will also offer optional independent study as an alternative to in-person instruction in the 2022-23 school year. Independent study will also be made available for students for whom in-person instruction poses a heightened risk of infection.

**1. Limited Access to Campus.** California public health authorities have relaxed restrictions on access to school campuses; however, the ongoing threat of COVID-19 and the public health orders in effect necessitate that the following precautions be maintained:

- The Charter School may limit nonessential visitors' access to the Charter School campus and may limit the number of students and staff with whom they come into contact, based on, among other factors, the current levels of community transmission, the vaccination status of any such visitor, and the relative importance of the visit's purpose.
- The Charter School will exclude from the campus any employee, student, parent, caregiver or visitor who refuses to take or does not pass a Wellness and Temperature Screening.
- All visitors to a Charter School Campus are strongly encouraged to wear a face mask while inside any Charter School building, vehicle, or other enclosed space.
- Any parent or guardian picking up a student who has been placed on isolation or quarantine must stay outside campus and the student will be brought to them for dismissal.
- Signage shall be posted at all public entrances to the Charter School warning visitors not to enter if they have COVID-19 symptoms.
- Students excluded from campus on the basis of an elevated temperature or other COVID-19 related symptoms may be provided with Independent Study opportunities to support their academic success to the greatest extent possible during exclusion.
- Students and employees who are well but who have a household member that has been diagnosed with COVID-19 are directed to notify the COVID-19 Compliance Officer, who will

consult with other Charter School staff to determine whether the student or staff member can continue coming to school with a modified quarantine in light of current guidance and this Policy.

- Per Cal/OSHA requirements, the Charter School shall exclude staff members who have symptoms consistent with COVID-19 or have tested positive.
- Health and safety standards and procedures shall be applied equally to all users of a public school campus that is subject to a co-location arrangement.
- Implement health screenings of students and staff upon arrival at school (see Section 2).
- To the extent that non-parent visitors are required to enter the Charter School Campus, the School will take the following precautions:
  - Non-parental visitors will be allowed on campus via appointment only.
  - Non-parental visitors must pre-register in a visitor's log, which includes the visitor's name, email address, and phone number.
  - Non-parental visitors will only be allowed to enter specific areas to conduct their business.
  - Visitors to MSA-2, 3, 4, 6, and 8 must complete daily screening questions using LAUSD's Daily Pass or at the entrance to the school.

## **2. Wellness Checks and Temperature Screenings:**

- *COVID-19 Symptoms.* Currently, the CDC has identified the following as potential symptoms of COVID-19:
  - Fever or chills
  - Cough
  - Shortness of breath or difficulty breathing
  - Fatigue
  - Muscle or body aches
  - Headache
  - New loss of taste or smell
  - Sore throat
  - Congestion or runny nose
  - Nausea or vomiting
  - Diarrhea
- In-person wellness checks administered under this Policy shall:
  - Confirm that the subject has not experienced COVID-19 symptoms in the prior 48 hours or potentially been exposed to COVID-19, by soliciting the following

information:

- Have you had any one or more of these symptoms today or within the past 48 hours? Are these symptoms new or not explained by another reason?
      - Fever or chills
      - Cough
      - Shortness of breath or difficulty breathing
      - Fatigue
      - Muscle or body aches
      - Headache
      - New loss of taste or smell
      - Sore throat
      - Congestion or runny nose
      - Nausea or vomiting
      - Diarrhea
    - Do you live in the same household with, or have you had close contact with, someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact means sharing the same indoor airspace with an infected person for a cumulative total of 15 minutes or more over a 24-hour period during the positive case’s infectious period: 2 days before onset of symptoms or, for asymptomatic patients, 2 days prior to first positive test specimen collection and until the time the person is cleared from isolation. In indoor spaces greater than 400,000 cubic feet per floor (such as open-floorplan offices, warehouses, large retail stores, or manufacturing or food processing facilities), then close contact is defined as being within 6 feet from the infected person for a cumulative total of 15 minutes or more over a 24-hour period.
- If the student, staff, parent, or, visitor answers “no” to all questions, he or she may enter the school.
- If the student, staff, parent, or visitor answers “yes” to any of the questions regarding COVID-19 symptoms, he or she may not enter the school. Employees, parents, and visitors answering “yes” must leave immediately and will be instructed to self-isolate until further instructions are given by the COVID-19 Compliance Officer. Students answering “yes” will be isolated and must leave as soon as pickup can be arranged and then will be instructed likewise.
- Students, staff, parents, or visitors who have had close contact with an individual who has tested positive shall be permitted to access the school site so long as they follow all

quarantine and close contact guidance set forth in Section 6 of this Policy.

- Students and staff are encouraged to screen themselves for symptoms at home before coming to campus.
- Students and staff of MSA-2, 3, 4, 6, and 8 may be subject to further health check procedures as required by LAUSD.
- A check in area should be established on campus for health screenings to be performed privately and with enough space to allow physical distancing.
- *Campus Screening Logistics:*
  - Each employee and visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
  - Temperature and wellness screenings will be performed by a trained school employee at all Charter School Campuses to the extent feasible.

**3. COVID-19 Compliance Task Force and Compliance Officer.** State and local health orders require that schools designate a task force and liaison to be responsible for receiving and sharing information on COVID-19 policies, positive cases, and exposures. The Charter School shall comply with these requirements by implementing the following measures:

- The Charter School will comply with and implement the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the Los Angeles County Department of Public Health (“LAC DPH”). If the LAC DPH Exposure Management Plan is updated such that this Policy becomes materially inconsistent with it, the Charter School will follow the current Exposure Management Plan.
- The Charter School will establish a Compliance Task Force. The Compliance Task Force is responsible for establishing and enforcing all COVID-19 safety protocols, as well as ensuring all Charter School students and staff receive appropriate COVID-19 education. The names and contact information for all Compliance Task Force members are referenced above on pages one and two of this policy.
- The Charter School will designate a “COVID-19 Compliance Officer,” to act as a liaison between the local county public health department and the Charter School, in the event of a COVID-19 cluster or outbreak at the Charter School. The name and contact information for the Charter School’s COVID-19 Compliance Officer is referenced above on pages one and two of this policy.
- The COVID-19 Compliance Officer shall monitor trends in absences and the prevalence of symptoms and illnesses among students and staff on campus to help isolate them promptly, as needed.



- The COVID-19 Compliance Officer shall be the point of contact responsible for sharing information on positive cases and exposures to relevant state and local health departments, as detailed in the Exposure Management Plan section of this Policy.
- The COVID-19 Compliance Officer shall conduct COVID-19 Task Force meetings no less than twice per month to identify areas for improving the enforcement and results of this Policy.

**4. COVID-19 Testing and Reporting.** Testing, in conjunction with vaccination, face masking, and other safety protocols, is a key factor in preventing COVID-19 infection. In keeping with the recommendations and requirements of state and local health departments, the Charter School shall implement the following testing and reporting procedures:

- This Policy constitutes the Charter School’s COVID-19 Testing Plan, as required by Education Code section 32096 (SB 1479) and incorporates by reference the CDPH guidance entitled “Testing Framework for K-12 Schools for the 2022-2023 School Year.”
- The COVID-19 Compliance Officer at each school site shall ensure that enforcement of this Policy conforms with the requirements of the CDPH Testing Framework for K-12 Schools for the 2022-2023 School Year, including but not limited to the following:
  - Being a point of contact for testing and facilitating coordination with the California Testing Task Force and other relevant entities, as necessary;
  - Being responsible for reviewing current testing recommendations provided by CDPH and any applicable local county health agency;
  - Maintaining situational awareness of the testing resources and programs offered by the California Testing Task Force and monitoring the availability of pre-positioned testing resources housed with a county office of education or local health jurisdiction;
  - Monitoring the CDC’s COVID-19 Community Data Tracker to identify when increased school testing may be necessary; and
  - Communicating with the California Testing Task Force, as necessary.
- When testing students or employees for COVID-19, the Charter School will use FDA-Authorized viral COVID-19 tests, including a Nucleic Acid Amplification Test (NAAT, such as a Polymerase Chain Reaction test or an Antigen test. An FDA-authorized over-the-counter test is acceptable for student and staff screening purposes so long as the results can be verified.

- Testing will be applied on symptomatic<sup>1</sup>, response<sup>2</sup>, and asymptomatic<sup>3</sup> bases, as required by health authority guidance and this policy.
- The Charter School’s COVID-19 Compliance Officer must be made aware of all positive student and staff test results and shall report those results to local public health officials as required by law.
- Per Cal/OSHA’s non-emergency COVID-19 Prevention regulations (8 CCR §§ 3205-3205.3), the Charter School will provide testing at no cost to employees during paid time for:
- Any employees experiencing symptoms of COVID-19, regardless of whether there is a known exposure, and any employee with close contact exposure in the workplace, whether to a single case, an outbreak, or a major outbreak.
- Testing Required in San Diego County:
  - No student testing will be required at MSA-SD at this time due to local transmission rates. However, the Charter School reserves the right to exclude MSA-SD students from campus who are either symptomatic for COVID-19 or who have been exposed to COVID-19, until all time and symptom criteria have been reached, consistent with public health guidance and as stated in this Policy. The Charter School will also continue to monitor local case rates to determine whether any further COVID-19 testing of students is necessary.
- Testing Required at Magnolia Science Academy MSA- 2, 3, 4, 6, and 8:
  - Beginning July 1, 2022, MSA- 2, 3, 4, 6, and 8 will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.

---

<sup>1</sup> Symptomatic testing “is used for individuals with symptoms of COVID-19, either at home or at school.”

<sup>2</sup> Response testing “is used to identify positive individuals once a case has been identified in a given stable group. Response-based testing can be provided for symptomatic individuals or for asymptomatic individuals with known or suspected exposure to an individual infected with SARS-CoV-2.”

<sup>3</sup> Asymptomatic testing is "used for surveillance, usually at a cadence of every 2 weeks or less frequently, to understand whether schools have higher or lower rates of COVID19 rates than the community, to guide decisions about safety for schools and school administrators, and to inform LHDs about district level in-school rates. Asymptomatic testing can also be used for screening, usually at a higher cadence (weekly or twice weekly) than surveillance testing, to identify asymptomatic or pre-symptomatic cases, in order to exclude cases that might otherwise contribute to in-school transmission.”

- Individuals who have recovered from laboratory-confirmed COVID-19 within the last 30 days are not required to test for COVID-19 unless they develop new onset symptoms. If these individuals develop new onset symptoms, they may avail themselves of a Rapid Antigen Test at their school or work site and upload its results via the Daily Pass.
- These campuses are recommended to maintain an inventory of rapid antigen tests equal to 30% of the total student and employee enrollment for response testing purposes.
- Individuals new to LAUSD are required to baseline test upon their start of school or work. All individuals will be required to comply with all District requirements for baseline testing upon return from school breaks, such as Spring Break.
- Testing Required at MSA-1, 5, 7 and MSA-SA:
  - Beginning July 1, 2022, MSA-1, 5, 7, and Santa Ana will no longer conduct weekly asymptomatic testing. Instead, these campuses will implement a Response Testing protocol, whereby those (1) who present with symptoms, (2) who have been exposed to a confirmed positive case (inside or outside of school or work), or (3) who tested positive for COVID-19 and need to return from isolation early (after Day 5), will be required to test with a rapid antigen test provided by the school site.
- Additional levels of employee and student COVID-19 testing may be implemented in response to local disease trends, an outbreak, as determined by the Home Office COVID-19 Response Team, where required by Cal/OSHA regulations, or where otherwise required by law or public health guidance. The Charter School reserves the right to require employees undergo additional frequencies of COVID-19 testing, consistent with applicable authority, and directives from public health authorities as well as the School's authorizer, regardless of an employee's COVID-19 vaccination status.
- For staff and student-wide testing, all staff and students shall be tested, except any staff and students who have no contact with others and do not report to campus.
- The Charter School can cause tests to be provided at any one of its campuses, or have staff get tested at any local testing site or by their health insurance provider, which must cover the cost.
  - If county-provided testing is not available, then private labs and health insurance providers may be used, and the cost of testing must be covered by the health insurance provider under an emergency state regulation.
- The Charter School's liaison must be made aware of the student and staff test results and report those results to local public health officials as required by local public health department guidance.
- Student consent for testing:

- For Charter School Students aged 12 and under, the Charter School will require parental consent for COVID-19 testing.
- Pursuant to California Family Code Section §6926 and CDPH guidance, Charter School Students aged 13 to 17 may consent to COVID-19 testing on their own.
- Charter School students aged 18 and older do not need parental consent for COVID-19 testing.
- Students who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, will not be allowed to return to in-person instruction or otherwise enter the Charter School Campus. Both the testing and the reporting are required under applicable public health guidance and legal authority.
- For staff who refuse to participate in the COVID-19 testing program or to report the test results to the Charter School, where such testing is required, the Charter School reserves the right to discipline an employee for such non-compliance, up to and including termination from at-will employment.
- Consistent with applicable law, the Charter School will consider accommodations from mandatory testing for medical reasons and any other lawfully recognized reason. Employees or students and/or parents/guardians who wish to request an accommodation for themselves or their child can contact the Charter School. The Charter School cannot guarantee the availability of particular accommodation and will process all requests for accommodation consistent with MPS policies and applicable law.
- The Charter School must maintain confidentiality of test results, other than reporting the results to local public health officials. All medical information about any employee must be stored separately from the employee's personnel file in order to limit access to this confidential information. The Charter School should have a separate confidential medical file for each employee where the Charter School can store all of that employee's medical information. Medical information includes COVID-19 test results, an employee's statement via any symptom screening that they have symptoms or COVID-19, medical certifications showing the employee needs time off due to COVID-19, etc. For students, the Charter School will take similar precautions to safeguard the students' privacy and confidentiality, consistent with FERPA and all relevant legal requirements.
- All volunteers, contractors, vendors and other adults supporting Charter School functions on any MPS campus must comply with applicable COVID-19 testing requirements, as stated in the COVID-19 Vaccination Policy.
- In the event of a positive test result of a student or family member:

- The Charter School requires that parents/guardians notify school administration immediately if the student tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19.
- Upon receiving notification that staff or a student has tested positive for COVID-19 or been in close contact with a COVID-19 case, the Charter School will take actions as required in Section 5 below.

**5. Exposure Management Policy: Suspected/Confirmed Cases and Isolation.** Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the “COVID-19 Exposure Management Plan Guidance in TK-12 Schools,” promulgated by the LAC DPH as well as “COVID-19 Public Health Guidance for K-12 Schools in California, 2021-22 School Year” promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Reporting Obligation.** Per AB 86 and California Code Title 17, section 2500, schools are required to report COVID-19 cases to the local public health department. The COVID-19 Compliance Officer shall report positive COVID-19 cases to the appropriate county authority to the extent required by their county health department.
- **Suspected Cases.** In the event of a suspected COVID-19 case:
  - The Charter School will identify an isolation room and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
  - Isolation of students, employees, and visitors exhibiting symptoms of COVID-19 will occur without regard to vaccination and/or recent testing status.
  - Any students, staff, or visitors exhibiting symptoms should immediately be provided with and required to wear a surgical-grade or better face covering and should be directed to wait in the separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
  - Students in the isolation area will be monitored by a staff member.
  - Parents/guardians will be required to pick up their students within one hour. Parents/guardians should take the student to get a COVID-19 test immediately and, if a student of MSA- 2, 3, 4, 6, or 8, should upload the test result to the LAUSD Daily Pass system or otherwise provide a copy to the school. Students and employees of MSA- 2, 3, 4, 6 and 8 will be provided with a rapid antigen test to administer at home.
  - A log will be kept of all persons entering the isolation area.

- Physical distancing of six feet or greater will be maintained in the isolation and area and masking shall be required for any individual entering these areas.
- **Symptomatic but negative.** Symptomatic individuals who test negative for COVID-19 can return 24 hours after resolution of fever (if any) and improvement in symptoms.
  - Documentation of a negative test result should be provided to school administrators.
  - In lieu of a negative test result, students and staff may return to work with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.
  - Symptomatic individuals who neither test for COVID-19 nor consult with a medical professional must isolate at home until fever free for 24 hours, improved symptoms, and 10 days from symptom onset.
  - For MSA-SD, individuals who have symptoms of COVID-19 but who test negative with an antigen test must confirm the initial negative antigen test with a second follow-up test (antigen, PCR, or other NAAT) administered the following day and must remain isolated until cleared by the confirmatory test.
- **Isolation.** Persons who test positive or are otherwise diagnosed with COVID-19 must isolate until they have satisfied the following conditions:
  - At least 5 days have passed since symptom onset or, if asymptomatic, since their positive test; AND
  - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications; AND
  - Other symptoms have resolved or are improving; AND
  - An FDA authorized COVID-19 viral test (antigen preferred) test taken on or after Day 5 from symptom onset is negative. Confirmed cases at MSA 2, 3, 4, 6, and 8 will be provided with a rapid antigen test to be used to determine eligibility to return to school.
  - NOTE: If fever reduction, improvement of other symptoms, or a negative test are not all achieved, isolation may not end until after Day 10 from symptom onset or, if asymptomatic, their positive test, so long as 24 hours have passed since resolution of fever and all other symptoms are not present or are improving.
  - If a person's COVID-19 symptoms recur or worsen after ending isolation, they should re-isolate as they may have COVID-19 rebound. Isolation for COVID-19 rebound can end 5 days after rebound began, as long as the individual has been fever-free for at least 24 hours and symptoms are improving.
  - Students returning to school after isolation are strongly recommended to wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from testing positive or onset of symptoms.

- Staff returning to school after isolation are required to wear a highly protective non-cloth mask when around others, except when eating or drinking, for a full 10 days from **first** testing positive or onset of symptoms.
- The School will comply with Cal/OSHA regulations regarding when employees may return to work after exposure, as detailed in the Charter School's **COVID-19 Prevention Procedures** portion of its Injury and Illness Prevention Program.
- Upon excluding an employee from the workplace based on COVID-19 or a close contact, the Charter School shall give the employee information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws, including any benefits available under legally mandated sick leave, if applicable, workers' compensation law, local government requirements, the Charter School's own leave policies, and any leave guaranteed by contract, if any.
- **School Response to Confirmed Case.** In the event of one or more confirmed COVID-19 case(s) the Charter School will follow the CDPH and local public health guidance, including implementation of the following practices:
  - The Charter School will provide notifications to the local public health department of any known case of COVID-19 among any student, employee, or visitor or other school-associated person who was present on a Charter School campus within the 14 days preceding COVID-19 symptoms, or 10 days before a positive test result.
  - MSA Los Angeles COVID-19 Compliance Officers are only required to alert LACDPH when there are three or more cases of COVID-19 in a classroom, office, or other pre-defined or identifiable group who were on campus at any point within the 14 days prior to illness onset date.
  - MSA Los Angeles COVID-19 Compliance Officers will notify the Los Angeles County Department of Public Health of any COVID-19 hospitalizations or deaths among students or staff by sending a notification to [ACDC-Education@ph.lacounty.gov](mailto:ACDC-Education@ph.lacounty.gov).
  - MSA Los Angeles Schools will inform all employees how to obtain testing, will offer testing at no cost and during paid time, and will provide testing in a manner that ensures employee confidentiality. An over-the-counter COVID-19 test may be both self-administered and self-read if the results are verifiable, such as through a time/date stamped photograph or through use of an over the counter test that uses digital reporting of results.
  - Notifications will be provided by the Home Office COVID-19 Response Team depending on the county where the school is located.

- For Los Angeles campuses: The COVID-19 Compliance Officer will instruct the individual who tested positive to follow the LACDPH COVID-19 Home Isolation instructions and will inform the positive case that LACDPH will contact them directly to collect additional information and to issue a Health Officer Order to isolate.
- Site administrators of MSA- 2, 3, 4, 6, and 8 will report to LAUSD using the Initial Exposure Management (IEM) Reporter App, as detailed in the latest LAUSD IOC guidance on exposure management reporting.
- The notification to the local public health department must include:
  - 1) The full name, address, telephone number, and date of birth of the individual who tested positive;
  - 2) The date the individual tested positive, the school(s) at which the individual was present on-site within the 10 days preceding the positive test, and the date the individual was last on-site at any relevant school(s); and
  - 3) The full name, address, and telephone number of the person making the report.
  - For San Diego Charter School locations, the public health department should be notified either via phone at (888) 950-9905, or online at [www.coronavirus-sd.com](http://www.coronavirus-sd.com). The notification should list the following information: 1) The name of the person reporting, 2) the Charter School name and district, 3) the Charter School address, 4) your position at the Charter School. For the individual diagnosed with COVID-19, the notification should list the individual's: 1) Name, 2) date of birth, 3) contact information (phone number and email), 4) the individual's last date on the Charter School campus, and 5) any additionally relevant comments.
  - For Los Angeles County Charter School locations: The Charter School will report any clusters of three or more school-related COVID-19 cases online through the Shared Portal for Outbreak Tracing (SPOT):[https://spot.cdph.ca.gov/s/?language=en\\_US](https://spot.cdph.ca.gov/s/?language=en_US). If there are multiple cases to report, schools can submit their reports using the “Bulk Upload Template” located within the SPOT portal. All cluster reporting notifications should be submitted to LACDPH within 1 business day of being notified of the third case within any group. Schools that need assistance on COVID-19 case reporting or other exposure management processes can call the TK-12 School COVID-19 Case Reporting Call Center, Monday through Friday from 8:00 AM to 5:00 PM at (833)707-0319.



- For Orange County Charter School locations: Contact the Orange County Public Health Department via phone at 714-834-8180, or via email at [epi@ochca.com](mailto:epi@ochca.com).
- Notify all staff and families in the school community of any positive COVID-19 case while maintaining confidentiality as required by state and federal laws.
- Close off areas used by any sick person and do not use before cleaning and disinfection.
- Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
- Update protocols as needed to prevent further cases in accordance with CDPH Guidelines (“Responding to COVID-19 in the Workplace”).
- Implement communication plans for exposure at school and potential school closures in the event of an outbreak or other necessary circumstances, to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
- Maintain regular communications with the local public health department.
- If the school site must be closed for in-person instruction, develop a contingency plan for continuity of education using independent study. Independent study shall include all of the following:
  - Confirmation or provision of access for all students to connectivity and devices adequate to participate in the educational program and complete assigned work;
  - Content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction;
  - Academic and other supports designed to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with exceptional needs, students in foster care or experiencing homelessness, and students requiring mental health supports;
  - Special education, related services, and any other services required by a student’s individualized education program, with accommodations necessary to ensure that individualized education program can be executed in an independent study learning environment;
  - Designated and integrated instruction in English language development for English learners, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning;
  - Providing synchronous instruction as required by law.

- “Synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher and pupil. Synchronous instruction shall be provided by the teacher of record for that pupil pursuant to Section 51747.5.
  - For TK/K-3 opportunities must occur daily.
  - For 4-8 opportunities must occur weekly along with daily live interaction.
  - For 9-12 opportunities must occur weekly.
  - Can be classroom style, designated small group, or one-on-one.
- The “teacher of record for that pupil” pursuant to Section 51747.5 is the assigned supervising teacher who must be an employee. There is not more than one supervising teacher.
  - Charter School will document each pupil’s participation in synchronous instruction.
  - Continuing to provide school meals.
- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- If the COVID-19 case was present on the Charter School campus, the individual must be excluded from campus for at least 5 days from COVID-19 symptom onset, or if asymptomatic, 5 days from the date the specimen was collected for the positive COVID-19 test, as detailed below.
- **Outbreak.** In the event of an outbreak or cluster at a Charter School:
  - The Charter School will review and comply with the COVID-19 Outbreak Procedures of its Injury and Illness Prevention Program with regard to workplace safety procedures required by Cal/OSHA to protect employees’ health.
  - The Charter School CTF and COVID-19 Compliance Officer will work closely with local county public health officials, timely provide all required information, and otherwise comply with all CDPH and local guidance regarding outbreaks.<sup>4</sup>

---

<sup>4</sup> In the event of an outbreak, all Charter School locations will comply with guidance titled “Management of Outbreaks of COVID-19,” issued by the LAC DPH. This protocol can be found at:

[http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement\\_K12Schools.pdf](http://publichealth.lacounty.gov/media/Coronavirus/docs/education/EMPSupplement_K12Schools.pdf). In the event

- The COVID-19 Compliance Officer for MSA Los Angeles campuses will immediately call the LACDPH at (833) 707-0319 or submit an online report at [https://spot.cdph.ca.gov/s/?language=en\\_US](https://spot.cdph.ca.gov/s/?language=en_US).
- The Charter School will notify students, families, employees, and stakeholders that the Charter School and local public health department are investigating a cluster and/or outbreak. The notice will encourage all stakeholders to follow public health recommendations.
- The Charter School will additionally notify all stakeholders if the school is to be closed for 14 days due to widespread and/or ongoing transmission of COVID-19 at the school or in the general community.
- The Charter School will identify absenteeism among those in affected classes and coordinate with the LHD to contact these absentees to screen for symptoms of COVID-19 if they were exposed to a case during the case's infectious period.
- Limit visitors to the affected Charter School campus, except for those that are essential to the Charter School's mission. Law Enforcement Personnel (Sheriff and Police), Fire, Medical, Emergency, or government employees who are responding to, working at, or inspecting the facility will be allowed to access the Charter School campus.
- Discontinue all non-essential in-person group activities at the Charter School Campus during the outbreak.
- Identify absenteeism among affected classes and contact those absentees to screen for COVID-19 symptoms.

**6. Exposure Management Policy: Close Contacts, Tracing, and Quarantine.** Preventing and minimizing the spread of COVID-19 within the Charter School Community requires a sound policy for managing exposure to infected individuals. The Charter School will follow the exposure management provisions of the "COVID-19 Exposure Management Plan Guidance in TK-12 Schools," promulgated by the LAC DPH as well as "COVID-19 Public Health Guidance for K-12 Schools in California, 2022-23 School Year" promulgated by the CDPH, and other local counties. In the event that this protocol is updated so that it materially conflicts with the measures laid out in this Policy, the Charter School will follow the updated protocol; otherwise, the following measures shall be followed:

- **Contact Tracing.** Upon discovery of a confirmed case on campus, the COVID-19 Compliance Task Force will conduct contact tracing by utilizing either Group Tracing or Individual Contact

---

that other state or local guidance provides more stringent outbreak protocol, the Charter School will comply with such protocol.

Tracing to identify individuals who had “Close Contacts” with the confirmed case during his or her infectious period. Only Individual Contact Tracing may be used at MSA 2, 3, 4, 6, and 8.

- **“Close Contact”** is defined as spending a total of fifteen minutes or more over a 24-hour period in the same indoor airspace as a confirmed case during the confirmed case’s infectious period (two days before symptom onset until clearance from isolation, or, for asymptomatic cases, from two days before their first positive test until clearance from isolation). For large indoor airspaces of 400,000 cubic feet per floor (such as open-floorplan offices, warehouses, large retail stores, or manufacturing or food processing facilities) close contact is defined as being within 6 feet of the infected person for a cumulative total of 15 minutes or more over a 24-hour period during the infected person’s infectious period. Spaces that are separated by floor-to-ceiling walls (e.g. offices, suites, break/eating areas separated by floor-to-ceiling walls) are considered distinct indoor airspaces.)
  - In Los Angeles County, close contacts occurring in “large indoor airspaces,” may be limited to 1) those in a pre-defined or identifiable group (e.g. teammates, club members, cohort, etc.) or 2) those within 6 feet of the infected person for 15 minutes or more over a 24-hour period.
  - If a Los Angeles County campus utilizes the 6-ft definition of close contact, it must still issue an exposure notification to all who qualify as close contacts under the “same airspace” definition, and must issue a strong recommendation to those individuals to (1) monitor for symptoms; (2) wear a highly-protective mask around others indoors; and (3) test with an FDA-authorized viral COVID-19 test within 3-5 days since the last date of exposure.
  - Persons with an outdoor exposure at school are not considered close contacts.
  - For Los Angeles Campuses: when notifying any individual that they are a close contact of a positive case, the COVID-19 Compliance Officer will provide that individual with a copy of the LACDPH Public Health Emergency Quarantine Order. Notifications that an individual is a close contact will also contain all messages required to be included pursuant to the LACDPH K-12 Exposure Management Plan guidance.

- All MSA campuses will maintain classroom seating charts to facilitate future identification of close contacts.
- In the event of notice of potential exposure,<sup>5</sup> with regards to its employees, the Charter School will follow all steps set forth in its Injury and Illness Prevention Program COVID-19 Addendum.
- **“Highly Protective Mask.”** In some circumstances, masking is required in response to exposure to a confirmed case or following isolation. LAUSD defines this to mean masks that are well-fitting, non-cloth masks of multiple layers with a nose wire, or cloth masks that meet American Society for Testing and Materials (ASTM) standards for high filtration efficiency (ASTM F3502-Level 2) or have a particle filtration efficiency of at least 95%. More information can be found on the Los Angeles County Department of Public Health’s website: <http://publichealth.lacounty.gov/acd/ncorona2019/masks/>.
- **Individual Contact Tracing.** Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) within 6 feet of a confirmed case during their period of infectiousness. The COVID-19 Compliance Task Force for each campus shall conduct contact tracing investigation by conducting interviews, reviewing seating charts and class schedules, and other means necessary to fully investigate possible exposures.
  - Pursuant to LAUSD exposure protocols, Individual Tracing shall be used for investigating all close contacts.
  - After confirmation of a positive case at MSA 2, 3, 4, 6 or 8, the COVID-19 Compliance Officer must submit an IEM Report listing all close contacts.
- **Group Tracing.** MSA 2, 3, 4, 6, and 8 may no longer use the group Tracing approach to contact tracing for students. MSA SD shall use Group Tracing for student exposures in the school setting and individual notification for employee exposures and student exposures outside of the school setting. All other MSA campuses shall have the option to utilize either group tracing or individual contact tracing to track exposures among students or employees, as follows:
  - Schools will notify students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their period of infectiousness.

---

<sup>5</sup> Notice of potential exposure means any of the following: (a) notification from a public health official or licensed medical provider that an employee was exposed to a qualifying individual at the worksite; (b) notification from an employee, or their emergency contact, that the employee is a qualifying individual; (c) notification through the Charter School’s testing protocol that the employee is a qualifying individual; or (d) notification from a subcontracted employer that a qualifying individual was on the school site. (Labor Code § 6409.6, subd. (d)(3).)

- Notification should occur to “groups” of exposed students (e.g., classmates, teammates, cohorts, etc.) rather than contact tracing to identify individual “close contacts” (e.g., those within 6 feet).
  - Notifications should be provided to all individuals considered exposed, including those who are vaccinated and/or recently infected.
  - MSA 2, 3, 4, 6 and 8 COVID-19 Compliance Officers will provide students and employees with a single rapid antigen test per close contact.
- **Exposure Notification.**
  - Notification can be done using an individual notification or group notification method where individuals are notified of their exposure and advised of actions to take, such as testing requirements to remain on campus, in keeping with public health guidance on exposure and quarantine responses.
  - School will strongly recommend testing for all students, employees, and visitors in close contact with the confirmed COVID-19 case.
  - The Charter School will issue all notices to employees and independent contractors as required by Cal/OSHA regulations and the COVID-19 Prevention portions of the Charter School’s Injury and Illness Prevention Program.
- **Quarantine Procedures.**
  - **MSA 1, 5, and 7 Employees** are not required to quarantine provided they remain asymptomatic, and 1) monitor for symptoms, 2) wears a highly protective mask around others indoors for 10 days from exposure, except when eating or drinking; 3), and tests negative using an FDA-authorized viral COVID-19 test on Day 3-5 from exposure. Asymptomatic employees who were previously infected with COVID-19 in the last 30 days are not required to quarantine and are exempt from testing but must mask around others indoors for 10 days after last exposure.
  - **MSA 2, 3, 4, 6, and 8 Employees**, regardless of booster status, can remain at work following exposure to a positive case as long as they monitor for symptoms and remain asymptomatic, wear a highly-protective mask at all times indoors (except when eating or drinking) for ten days following the last date of exposure, and test negative with a rapid test within 3-5 days after last date of exposure. Employees who have had a positive COVID-19 test in the past 30 days are exempt from testing.
  - **MSA SA Employees** are not required to quarantine provided they remain asymptomatic, and 1) monitor for symptoms, 2) wears a highly protective mask around others indoors for 10 days from exposure, except when eating or drinking; 3), and tests negative using an FDA-authorized viral COVID-19 test on Day 3-5 from exposure. Asymptomatic employees who were previously infected with COVID-19 in the last 30

days are not required to quarantine and are exempt from testing but must mask around others indoors for 10 days after last exposure.

- ***MSA SD Employees***, regardless of vaccination status, may remain at work so long as they do not have symptoms, test negative on Day 3-5 from their last exposure, and wear a well-fitting mask indoors around others for at least 10 days following the date of last exposure. Employees who are a close contact with a household member can also remain at work if they do not have symptoms, with testing immediately upon learning that they are a close contact, and on Day 3-5 after the COVID-positive household member completes their isolation period.
- ***MSA 1, 5, and 7 Students***, regardless of vaccination status, may remain on campus following exposure so long as they 1) remain asymptomatic and monitor for symptoms, 2) wear a highly protective mask around others indoors, except when eating or drinking, for 10 days from exposure, and 3) test with an FDA-authorized viral COVID-19 test within 3-5 days after last exposure.
- ***MSA 2, 3, 4, 6, and 8 Students***, regardless of vaccination status, can remain at school following exposure to a positive case as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when eating or drinking) for ten days following the last date of exposure, and test negative with a rapid test within 3-5 days of last exposure. Students who have had a positive COVID-19 test within the last 30 days are exempt from testing. If a student is a close contact but has a mask exemption, they may remain at school but are required to wear a face shield with a drape for 10 days following last exposure. If they cannot tolerate a face shield, they may remain on campus if they 1) remain asymptomatic, 2) monitor for symptoms for 10 days from last exposure, 3) test negative for COVID-19 once during days 3-5 from exposure and once during days 6-9. Students who cannot mask or meet these requirements must remain home until after Day 10 from exposure.
- ***MSA SA Students***, regardless of vaccination status, may remain on campus following exposure so long as they 1) remain asymptomatic and monitor for symptoms. It is strongly recommended that student close contacts test within 3-5 days after last exposure, unless they have had COVID-19 within the last 30 days.
- ***MSA SD Students***, regardless of vaccination status, may remain on campus so long as they 1) remain asymptomatic and monitor for symptoms, and 2) test negative for COVID-19 between Day 3-5 from last exposure. Students who have had COVID-19 within the last 30 days do not need to test.
- ***MSA 2, 3, 4, 6, and 8 Quarantine Guidelines for Household Close Contacts***

Individuals who are continuously exposed at home to a household member who has tested positive can remain at school or work as long as they monitor for symptoms and remain asymptomatic, wear a highly protective mask at all times indoors (except when eating or drinking) for ten days after the last date of exposure to the positive household member while infectious, and test negative within 3-5 days after last date of exposure to the positive household member while infectious. Individuals are exempt from testing if they have recovered from a confirmed positive COVID-19 test in the past 30 days. If household close contact is symptomatic, they should test immediately, and if negative, test again on Day 5 from the positive household member's first day of isolation. If the second test result is negative and the individual has been fever-free for 24 hours without using fever-reducing medications and has improved symptoms, they can return on Day 6. The individual must mask at all times indoors at school/work for a full 10 days after last exposure.

#### **7. Sanitizing/hygiene materials and practices:**

- The Charter School will develop plans and routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.
- Staff will teach and reinforce proper handwashing technique, avoiding contact with one's eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The Charter School shall make soap, tissues, no-touch trashcans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as "antimicrobial" are not necessary or recommended.
- Trash cans will be placed near restroom doors and students and staff will be instructed to use a paper towel to prevent touching the handle with their hands.
- A restroom will need to be dedicated for individuals in the isolation area. This restroom must be cleaned and sanitized before other occupants may use it.
- If handwashing stations near classrooms are not practicable, and to facilitate use by students and staff as needed, the Charter School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers). This hand sanitizer will be made available to both students and staff at all strategic locations throughout the Charter School Campus.
- The Charter School will not use hand sanitizer with isopropyl alcohol as the main ingredient.



- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Children under age 9 should only use hand sanitizer under adult supervision. Hand sanitizer will also not be left out in the open in classrooms for students under the age of 9.
- The Charter School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC's coughing and sneezing etiquette and clean hands webpage for more information.

**8. Routine cleaning and disinfecting:** The Charter School will maintain a high level of cleanliness throughout the year to help reduce the risk of exposure to and spread of COVID-19 at the school site. In general, cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces. Disinfecting (using disinfectants on the [U.S. Environmental Protection Agency COVID-19](#) list) removes any remaining germs on surfaces, which further reduces any risk of spreading infection.

- Custodial staff will perform routine and thorough cleaning once per day, and when students are not present. When cleaning, the space will be aired out before children arrive.
- Routine cleaning practices include, but are not limited to:
  - Using everyday janitorial cleaning supplies and disinfectants for surfaces as floors, tables, desks, counters, sinks, toilets, and other hard-surfaced furniture and equipment;
  - Dusting hard surfaces;
  - Damp wiping of hard surfaces to ensure they are free of debris;
  - Wet mopping of floors;
  - Vacuuming carpets and mats.
- Health Office areas, including the general health office, isolation area, and quarantine area, may require more frequent cleaning and rapid response, as needed.
- Student restrooms will be serviced at least twice a day and will be fully cleaned and disinfected using electrostatic equipment by the night cleaning crew once per day.
- The Charter School will clean and disinfect areas commonly visited by staff no less than once per day during operating hours and implement a schedule for such cleaning and disinfecting. These areas include, but are not limited to: Break rooms, restrooms, lobbies, classrooms, laboratories, nurse's office, counseling and student support areas, staff offices, and cafeterias.
- The Charter School will clean high touch areas in staff breakrooms at least once per day.
- Cleaning and Disinfection after a Confirmed Case on Campus:

- If an individual confirmed to have COVID-19 was on campus, the Charter School will complete enhanced cleaning and disinfection procedures in the spaces occupied by the confirmed COVID-19 case.
- Employees completing this cleaning must wear a mask and gloves at all times and will refer to Material Safety Data Sheets or follow the instructions on the chemical labels.
- When disinfecting, the Charter School will use an EPA-registered disinfectant that is approved for emerging pathogens.
- Custodians will focus on immediate areas occupied by the confirmed COVID-19 case.
- Custodians will clean and disinfect:
  - All non-porous surfaces in the ill occupant's space/office, as well as on shared equipment (like tablets, touch screens, keyboards, remote controls) in bathrooms and shared spaces used by the ill person. Cleaning and disinfection will also focus on high-touch surfaces (e.g. desk, table, hardbacked chair, doorknob, light switch, handle, computer, keyboard, mouse, telephones).
  - On porous surfaces (e.g., carpets, chairs) in the confirmed COVID-19 case's space or office, custodians will remove visible contamination, clean with appropriate cleaners, and disinfect with a liquid/spray indicated for use on the material.
- The space(s) where the confirmed COVID-19 case was present may be reoccupied once these cleaning and disinfection procedures have been completed.
- The Charter School will ensure proper ventilation during all cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- The Charter School will comply with [CDPH Guidance on Ventilation of Indoor Environments and Ventilation and Filtration to Reduce Long-Range Airborne Transmission of COVID-19 and Other Respiratory Infections: Considerations for Reopened Schools](#) to the greatest extent practicable for each facility.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, restroom surfaces and door handles, will be routinely cleaned.
- Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, the Charter School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list "N" and

require staff to follow product instructions. MSA-2, 3, 4, 6, and 8 will use disinfectants from the LAUSD's List of Approved Hand Sanitizers and Disinfectants.

- To reduce the risk of asthma and other health effects related to disinfecting, the Charter School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
- The Charter School will avoid products that contain peroxyacetic (peracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
- Staff shall follow label directions for appropriate dilution rates and contact times.
- The Charter School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.

Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.

**9. Facility measures:** The Charter School will incorporate CDE guidance measures for maintaining a healthy facility, to include some or all of the following:

- Maintenance staff will regularly inspect and test ventilation systems and fans to confirm they operate properly and will increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
  - The Charter School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.
- HVAC systems will be set to maximize indoor/outdoor air exchanges unless outdoor conditions (recent fire, high outdoor temperature, humidity, and pollen levels) make this inappropriate.
- If an HVAC system becomes nonoperational, additional ventilation should be provided with the use of fans or relocating classes until repairs are completed.
- The COVID-19 isolation and quarantine areas should be outdoors when feasible to maximize ventilation and minimize exposures to COVID-19 infection. Under no circumstances should an isolation or quarantine area be in a room without a functioning HVAC system.

- Maintenance staff will ensure that all water systems and features (e.g., drinking fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- Consider installing additional temporary handwashing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

#### **10. Extracurricular Activities:**

- All extracurricular activities operated by or supervised by school personnel or occurring on a school site, whether or not occurring during school hours, will be undertaken in compliance with this policy and all required public health measures applicable to K-12 schools. This applies to sports, band, chorus, clubs, and other similar activities and organizations. All MSA campuses will operate and supervise extracurricular activities in compliance with the latest California Department of Public Health K-12 guidance and any other relevant state or county guidance on sports and extracurricular activities.
- MSA Los Angeles sports programs will observe all required elements of the most updated version of the Los Angeles County Department of Public Health's "COVID-19 Exposure Management Plan Guidance, Youth Recreational Sports Programs" and the Los Angeles County Department of Public Health's "Protocol for Organized Youth Sports: Appendix S" in addition to any future binding guidance applicable to K-12 youth sports programs.
  - Each Los Angeles campus's COVID-19 Compliance Officer shall fulfill the duties of the COVID-19 Organized Youth Sports Program Compliance Officer, as those duties are described in LACDPH's sports-related COVID-19 guidance.
  - Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that the required LACDPH youth sports exposure management protocols are followed in accordance with current guidance.
  - Each Los Angeles campus's COVID-19 Compliance Officer shall ensure that all mandatory testing required by the LACDPH's youth sports guidance is conducted in accordance with current guidance.
- All MSA extracurricular programs will keep updated rosters of all participating students and staff to facilitate identification of close contacts.
- Indoor mask use remains an effective layer in protecting against COVID-19 infection and transmission, including during sports, music, and related activities, especially activities with increased exertion and/or voice projection, or prolonged close face-face contact. Accordingly:

- Masks are strongly recommended indoors at all times for teachers, referees, officials, coaches, and other support staff.
- Masks are strongly recommended indoors for all spectators and observers.
- Masks are strongly recommended indoors at all times when participants are not actively practicing, conditioning, competing, or performing. Masks are also strongly recommended indoors while on the sidelines, in team meetings, and within locker rooms and weight rooms.
- When actively practicing, conditioning, performing, or competing indoors, masks are strongly recommended by participants even during heavy exertion, as practicable. Individuals using instruments indoors that cannot be played with a mask (e.g., wind instruments) are strongly recommended to use bell coverings and maintain a minimum of 3 feet of physical distancing between participants. If masks are not worn (or bell covers are not used) due to heavy exertion, it is strongly recommended that individuals undergo screening testing at least once weekly, unless they had COVID-19 in the past 30 days. An FDA-authorized antigen test, PCR test, or pooled PCR test is acceptable for evaluation of an individual's COVID-19 status.

**11. Use of Face Coverings:** The Charter School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidance and this Policy unless a person is subject to exemption.

- All MSA students are strongly recommended but no longer required to wear a face mask when indoors at any Charter School Campus building, bus, or other enclosed space. Individuals must still wear masks when entering a COVID-19 testing site, symptom and wellness check area, isolation or quarantine area, or other medically sensitive area.
- Staff who return to work from isolation after having COVID-19 must wear a highly-protective mask around others, except when eating or drinking, for the full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test.
- Students who return to school from isolation after having COVID-19 are strongly recommended to wear a highly-protective mask around others, except when eating or drinking, for a full 10 days from onset of symptoms or, if asymptomatic, from the first positive COVID-19 test.
- MSA Los Angeles students and employees are required to wear a highly protective mask for 10 days following close contact exposure to a confirmed case. Students and employees of MSA- 1, 5 and 7 who are exempt from wearing a mask may remain in school following

exposure if they remain asymptomatic, monitor for symptoms for 10 days from exposure, and test negative for COVID-19 once within 3-5 days after exposure and once 6-9 days after exposure. Otherwise, they must remain home for 10 days from exposure. Students and staff of MSA- 2, 3, 4, 6 and 8 who are exposed to a confirmed case and who have a mask exemption may wear a face shield with a drape along the bottom edge if tolerable instead of a mask, but if they cannot tolerate a face shield, they must remain asymptomatic, monitor for symptoms for 10 days from exposure, and test negative for COVID-19 once within 3-5 days after exposure and once 6-9 days after exposure to remain in school.

- Students and employees are required to wear a highly protective mask at all times in a LACDPH-designated outbreak setting (e.g., individuals who are part of the specific classroom or group involved in the outbreak must wear masks).
- No person at any MSA campus can be prevented from wearing a mask as a condition of participation in an activity or entry into the school site unless wearing a mask would pose a safety hazard.
- Face masks—to the extent they are required—are required without regard to vaccination status.
- Face masks and face shields, if required, may be removed for meals, snacks, naptime, showers, or outdoor recreation, or when needing to be replaced. When any type of face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- The Charter School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.
- Employees should wear a clean face mask to work every day if still required to wear one.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- The Charter School will post signs regarding the need for, proper use, removal, and washing of face coverings and shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.
- When pedagogically necessary, Teachers still subject to an indoor face mask requirement may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) or transparent masks in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others to the extent practicable. Staff must return to wearing their normal surgical-grade face covering at all other times, unless otherwise exempted.

- The Charter School will evaluate any employee's request for accommodation from the Charter School's facial covering policy/requirement pursuant to the MPS Employee Handbook and applicable law for all lawfully recognized accommodations. Employees requesting an accommodation from the facial covering policy/requirement must provide appropriate documentation and contact human resources.
- Per Los Angeles County Department of Health Guidance, employees based in Los Angeles County who are granted exemptions from wearing a mask while indoors must undergo COVID-19 testing at least twice per week, unless the employee provides proof of full vaccination against COVID-19 and proof of receipt of any vaccine booster to which the employee is eligible.
- Accommodations for students:
  - Pursuant to CDPH Guidance on the use of face masks, individuals with a medical condition, mental health condition, or disability that prevents wearing a mask are to be accommodated with an exemption from mask wearing. This includes those who are hearing impaired as well as those who communicate with the hearing impaired.
  - If a student cannot wear a mask due to a medical condition, mental health condition, or disability, he or she should wear the next most effective alternative that can be tolerated, such as a transparent face shield with a cloth draping sealing the bottom.
  - Parents/guardians who believe their student may need an accommodation from the Charter School's facial covering policy and requirement should contact the Charter School principal.
  - Upon receipt of appropriate documentation, the Charter School will evaluate requests for accommodation and determine what, if any accommodations the Charter School can provide.
  - Assessment of whether a medical condition, mental health condition, or disability warrants a mask accommodation is a medical determination that must be made by a physician, nurse practitioner, physician assistant. Self-attestation and parental attestation for mask exemptions due to the aforementioned conditions do not constitute medical determinations.
  - Students exempted from wearing a mask or face shield, where they are still required, are strongly encouraged to be vaccinated against COVID-19 and to receive boosters when eligible and to be tested for COVID-19 at least twice a week. If a student is exempt from wearing any type of face covering and is not vaccinated, the Charter School shall implement physical distancing and other isolation measures to the greatest degree feasible.

**12. Use of Gloves and Personal Protective Equipment:** The Charter School is no longer required by emergency public health orders to require the use of gloves and personal protective equipment. Any employee or student who wishes to wear gloves and/or personal protective equipment beyond the required facial coverings may do so, provided that they dispose of them safely and appropriately and do not wear gloves or personal protective equipment of a type or in a manner that interferes with their ability to perform their duties. Upon request, the Charter School will provide gloves, a protective gown, and/or a well-fitting medical grade mask to any employee dealing with sick children, performing cleaning or disinfection, or when otherwise working indoors in close contact with others or when there is heightened likelihood of contact with respiratory secretions or other bodily fluid.

**13. Support for Students at Increased Risk of Becoming Infected or Unrecognized Illness.** Pursuant to state and local health guidance, the Charter School has developed the following measures to mitigate the risk of COVID-19 to vulnerable student groups:

- The Home Office COVID-19 Response Team or designee will review student health plans, including 504 Plans, to identify students who may need additional accommodations to minimize potential exposure.
- The Home Office COVID-19 Response Team or designee will develop a process for engaging families for potentially unknown concerns that may need to be accommodated.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
  - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
  - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
  - Individuals who may not be able to communicate symptoms of illness.
- The Charter School is prepared for opening to provide Free Access to Public Education (“FAPE”) in the least restrictive environment (“LRE”) for each student. All students with disabilities will receive services according to their IEP. In accordance with IDEA, it is critical to reinforce the understanding that students receiving special education services, or 504 accommodations are general education students first. Balancing the educational needs with the health and well-being of students and staff is our top priority.



- Every child and adolescent with a disability is entitled to FAPE and is entitled to special education services based on their individualized education program (IEP). The Charter School continuously review and problem solve to balance safety and service needs. In order to provide the required level of safety, systems, processes and service delivery models have been reviewed. Adherence to social distancing guidelines will be followed as feasible except for instances when the services outlined in a specific IEP call for closer proximity. This will be evaluated on a case-by-case basis. For example, additional provision of PPE supplies to staff (gloves, gowns, face shields and Plexiglas dividers) who are required to deliver hand-over-hand instruction or hygiene service needs for students.
- Evaluations and Timelines:
  - All IDEA/ADA compliance timelines will be followed on schedule and in accordance with IDEA/ADA regulations. IEP Team meetings and 504 meetings that were missed due to the March school facility closures will be rescheduled and conducted as soon as possible, if not already conducted. All IEP team meetings and 504 meetings will be conducted virtually until the use of school facilities return to normal operations.
- Services:
  - The IDEA allows for flexibility in determining how to meet the individualized needs of students receiving special education services. State guidelines for the delivery of special education and related services will be implemented while protecting the health and safety of students as well as the individuals providing the services.
  - If a student is unable to access their education in person due to medical or other circumstances, including the inability to wear a face covering, alternative means of delivering these services will be provided.
  - The Charter School will provide appropriate protective equipment relative to the responsibilities of all Support Service Staff and disability needs.
  - All Staff and students will receive training on the appropriate use of PPE and healthy hygiene practices that are proven to mitigate the spread of COVID-19.
- The Charter School will identify additional preparations for classroom and non-classroom environments as needed to ensure the safety of students at increased risk of becoming infected or having unrecognized illness. Persons who might be at increased risk of becoming infected or having unrecognized illness include the following:
  - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
  - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
  - Individuals who may not be able to communicate symptoms of illness.

**14. COVID-19 Vaccination Policy for Employees.** The Charter School has adopted the following COVID-19 employee vaccination policy (“Employee Vaccination Policy”). The purpose of this Employee Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Equal Employment Opportunity Commission (“EEOC”), Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and local health authorities.

- Pursuant to the LAUSD’s August 13, 2021 communication entitled “COVID-19 Vaccination Requirement for Employees and Other Adults Working at District Facilities,” all employees, contractors, and other adults providing services at any District-owned school site must be fully vaccinated against COVID-19 no later than October 15, 2021. This directive is a condition of both employment and continued employment. **This policy applies to MSA-2, 3, 4, 6, and 8.**
- Pursuant to the LAUSD’s December 16, 2021 communication entitled “Charter School COVID-19 Vaccination Compliance Certification Regarding Employees and/or Other Adults Providing Services to or for the Charter School on Any Site Including Non-District Property Occupied by Any District Authorized Charter School,” the LAUSD employee vaccine mandate will apply to all LAUSD-authorized charter schools, whether on District-property or not. **This policy applies to MSA-7.**
  - Under this policy, all employees of LAUSD-authorized schools, as well as all other adults who provide services to or for the Charter School, must become fully vaccinated against COVID-19 by June 30, 2022.
  - Unlike LAUSD’s employee vaccine mandate for charter schools located on District-owned campuses, this policy permits the school to grant reasonable accommodations from vaccination to employees and other adults providing services at the school.
  - No employee or other adult providing services to MSA 7 will be permitted on campus if they have not either become fully vaccinated against COVID-19 or received an accommodation from MSA-7 by June 30, 2022.
  - MSA-7 shall prepare and carry a process for fielding requests for exemptions and shall establish in writing how its reasonable accommodation process is aligned with the goal of protecting the health and safety of all students, staff, and the school community against the threat of COVID-19.

- Employees and adults providing services at MSA-7 who need an exemption from vaccination must contact the MSA-7 Compliance Task Force and the HR Department as soon as possible if they need an exemption from vaccination.
- Furthermore, pursuant to this policy, MSA 7 must be prepared to provide LAUSD with any and all documents/records demonstrating that it is monitoring its employees and other adults who provide services to or for the Charter School and otherwise relating to the Charter School's compliance with LAUSD requirements.
- **Proof of COVID-19 Vaccination:**
  - Consistent with applicable law, the Charter School will only accept the following forms of proof of COVID-19 vaccination:
    - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control & Prevention or WHO Yellow Card) which includes name of person vaccinated, type of vaccine provided and date last dose administered); OR
    - A photo of a Vaccination Record Card as a separate document; OR
    - A photo of the client's Vaccination Record Card stored on a phone or electronic device; OR
    - Documentation of COVID-19 vaccination from a health care provider; OR
    - Digital record that includes a QR code that when scanned by a SMART Health Card reader displays to the reader client name, date of birth, vaccine dates and vaccine type; OR
    - Documentation of vaccination from other contracted employers who follow these vaccination records guidelines and standards.
  - Any MPS employees, volunteers, contractors, vendors or any other adult supporting Charter School functions on any MPS campus who either fails to provide proof of COVID-19 or provides proof of vaccination that is not consistent with the above-referenced acceptable forms of proof will be deemed unvaccinated.
  - Employees may their submit proof of COVID-19 vaccination to the MPS Human Resources Department.
  - The Charter School will securely maintain the confidentiality of employee COVID-19 vaccination data in strict compliance with all applicable legal authority.
- **Accommodations:** Employees may request an accommodation from COVID-19 vaccinations and/or COVID-19 testing due to a medical issue or sincerely held religious belief, practice or observance that may prevent an employee from vaccinating or testing for COVID-19. Upon receiving a request for accommodation from COVID-19 testing and/or vaccinations, the Charter School will engage in the interactive process and determine what, if any

accommodations can be provided. However, the Charter School may not be required to provide an employee with an accommodation, should it result in a direct threat to health and safety at the School or to the employee or if the accommodation will cause an undue hardship for the School, among other reasons.

- **Compliance Period:**

- Employees at MSA-2, 3, 4, 6, and 8 campuses must submit proof of COVID-19 vaccination to the Charter School before October 15, 2021. Such employees who fail to submit proof of COVID-19 vaccination before this date will be deemed in non-compliance with this policy, absent an approved, legally recognized accommodation from such testing.
- Employees at MSA-7 must submit proof of vaccination to the Charter School by June 30, 2022.

- **Non-Compliance:**

- Any employee deemed to be in non-compliance with this policy may be subject to disciplinary action, up to and including termination from at-will employment.
  - The Charter School reserves the right to refuse entry to campus to any volunteer, vendor, contractor other adult supporting Charter School functions, should they fail to comply with the proof of vaccination and testing directives as stated in this Policy.
- All employees who have not yet vaccinated should do so outside of working hours. Employees who demonstrate they are unable to get vaccinated outside working hours may use accrued sick leave for time spent attending a COVID-19 vaccination appointment. In such cases, employees must consult with their supervisors regarding the best time to be excused to receive the vaccine and are responsible for arranging coverage during their absence to get vaccinated, if applicable.
  - The Charter School will not discriminate, harass, or retaliate against any employee for receiving the COVID-19 vaccine or for electing not to receive the COVID-19 vaccine. However, the School reserves the right to appropriately discipline an employee for non-compliance with this policy, consistent with applicable law.
  - As public health and legal guidance regarding COVID-19 vaccinations evolves, the Charter School reserves the right to revise this Employee Vaccination Policy. Upon any revision to this Employee Vaccination Policy, the Charter School will provide immediate notice in writing to all employees.
  - Employee with any questions regarding the Charter School's Employee Vaccination Policy may contact Human Resources Department at [hr@magnoliapublicschools.org](mailto:hr@magnoliapublicschools.org).

**15. COVID-19 Vaccination Policy for Students.** The Charter School has adopted the following COVID-19 student vaccination policy (“Student Vaccination Policy”). The purpose of this Student Vaccination Policy is to protect the health, safety, and well-being of all Charter School employees, students, families, and stakeholders to the maximum extent possible. The Charter School drafted this policy in compliance with all applicable federal and state laws, including guidance from the Centers for Disease Control and Prevention (“CDC”), the California Department of Public Health (“CDPH”), and local health authorities.

- Pursuant to the directive of the Los Angeles Unified School District, all students of MSA-2, 3, 4, 6, 7, and 8 who are eligible to receive COVID-19 vaccination must be vaccinated against COVID-19 by the first day of the 2023-24 school year, unless medically exempted, or they will not be permitted on campus. At this time, the Student Vaccination Policy applies only to students at MSA-2, 3, 4, 6, 7, and 8.
- **Proof of Vaccination.**
  - Vaccination status can only be proven by one of the following methods acknowledged by the California Department of Public Health:
    - COVID-19 Vaccination Record Card (issued by the Department of Health and Human Services Centers for Disease Control and Prevention or WHO Yellow Card) which includes the name of the person vaccinated, type of vaccine provided and date last dose administered; OR
    - A photo of a Vaccination Record Card as a separate document; OR
    - A photo of the client’s Vaccination Record Card stored on a phone or electronic device; OR
    - Documentation of COVID-19 vaccination from a health care provider; OR
    - Digital record that includes a QR code that when scanned by a SMART Health Card reader display to the reader client name, date of birth, vaccine dates and vaccine type.
- **Parental Consent.**
  - Parent/guardian consent is required for vaccination of students 12-17 years of age.
  - A student consent form is available at the Daily Pass Portal at <https://DailyPass.lausd.net> and is included to be filled out as part of the process of making an appointment to receive COVID-19 vaccination from the Los Angeles Unified School District.
  - Parents/guardians may be present at, but will not be required to attend, their child’s appointment to receive a COVID-19 vaccination from the Los Angeles Unified School District.
- **Compliance Requirements.**

- To provide proof of vaccination, parents/guardians must upload adequate documentary proof of vaccination to the Daily Pass system and ensure that the information appears in the “Vaccinations” tab of their student’s Daily Pass. Students vaccinated by the Los Angeles Unified School District do not need to submit their vaccination record, as it will be automatically updated following receipt of the vaccine.
- At this time, the Pfizer-BioNTech COVID-19 vaccine is the only vaccine approved for individuals aged 12 to 17. Students who are 18 or older may also use the Johnson & Johnson or Moderna vaccine to satisfy the vaccination requirement.
- To meet the deadlines imposed by the Los Angeles Unified School District for student vaccination, students aged 12+ should receive their first dose of the Pfizer-BioNTech vaccine no later than 5 weeks prior, and second shot no later than two weeks prior, to the vaccination requirement deadline. To meet the vaccination deadline, students aged 18+ should receive the single dose of the Johnson & Johnson vaccine no later than two weeks prior to the vaccination deadline. And, to meet the deadline using the Moderna vaccine, students should receive their first shot no later than 6 weeks prior to their deadline with their second shot coming no later than two weeks prior to the vaccination requirement deadline.
- **Exemptions and Conditional Admissions.**
  - Parents/guardians may apply for exemptions from the COVID-19 vaccine requirements only for medical reasons. The medical exemption process must be followed with the completion of the *Student Medical Exemption to the COVID-19 Vaccine* form and its submission via the Daily Pass portal.
  - Students who are not in compliance by the deadline may be conditionally admitted if they are in one of the following groups: 1) foster youth, 2) experiencing homelessness, 3) migrant, 4) military family, or 5) has an IEP.
  - There are no religious or personal belief exemptions to the Student Vaccination Policy. Because this Student Vaccination Policy is implemented at the directive of the Los Angeles Unified School District, the Charter School cannot grant exemptions outside of those granted through the District’s Daily Pass process.
- MSA 2, 3, 4, 6, 7, and 8 students who fail to comply with the Student Vaccination Policy by the first day of Fall Semester 2023, will be excluded from physically entering campus.
- MSA 2, 3, 4, 6, and 8 students will still be required to comply with all COVID-19 testing frequencies mandated by the Los Angeles Unified School District without regard to vaccination status.

**16. Communications to the Charter School Community:** The Charter School will keep families, staff, and the community informed, engaged, and in touch as the new school year begins, by implementing the following communications measures:

- The Charter School will engage with families and staff to develop strategies to prepare and respond to the COVID-19 emergency, including guidelines for families about when to keep students home from school and other topics.
- Communications will include a process for engaging families for potentially unknown concerns that may need to be accommodated.
- Prior to the start of the school year, the Charter School will communicate to staff, students, and parents about new, COVID-19-related protocols, including:
  - Proper use, removal and washing of face coverings.
  - Screening practice.
  - How COVID-19 is spread.
  - COVID-19 specific symptom identification.
  - Preventing the spread of COVID-19 if you are sick, including the importance of not coming to work if staff members have symptoms, or if they or someone they live with has been diagnosed with COVID- 19, including pertinent isolation and quarantine policies.
  - Local community testing sites and options for obtaining COVID-19 testing from private medical providers, including any testing arranged by the Charter School.
  - Guidelines for employees regarding COVID-19 specific symptom identification and when to seek medical attention.
  - Guidelines for families about when to keep students home from school.
  - Systems for self-reporting symptoms.
  - Criteria and plan to close schools again for physical attendance of students.
  - Changes in Charter School extracurricular, academic, and meal programs to help prevent the spread of COVID-19.
  - Contact information at the Charter School for students who may have been exposed to COVID-19.
  - Charter School contact information if a student has COVID-19 symptoms or may have been exposed to COVID-19.
- The Charter School will provide information to parents and guardians regarding this Policy and related guidance, along with the safety measures that will be in place in indoor and outdoor settings with which parents and guardians must comply.
- This Policy will be posted at all public entrances to the Charter School campus.
- The Charter School will develop a communications plan for implementation if the school has

a positive COVID-19 case in accordance with CDPH and CDE guidelines.

The MPS CEO/Superintendent is authorized to implement changes or additions to this policy in order to ensure compliance or consistency with new or revised orders or guidance from local, county, state or federal authorities (“Agencies”), to take any and all actions consistent with orders and guidance from the Agencies that is not specifically addressed by this policy, and to ensure compliance with the Charter School’s charter petition. The MPS CEO/Superintendent shall provide the Board with regular updates as to actions taken pursuant to this section.



**Appendix**

**Site Specific Planning Form**

This document has been included to align with the Los Angeles Unified School District’s (“LAUSD”)’s COVID-19 Containment, Response and Control Plan (“Containment Plan”). Pursuant to the LAUSD’s Containment Plan, the LAUSD is requiring all Los Angeles Unified schools complete this form, along with the pre-filled versions of the Los Angeles County Department of Public Health COVID-19 Reopening Protocols for K-12 Schools: Appendices T1 and T2 documents.

School Name: \_\_\_\_\_

Date Last Revised: \_\_\_\_\_

**School Address:** \_\_\_\_\_

**Location Code:** \_\_\_\_\_

School Phone Number: \_\_\_\_\_

**Campus Density**

- Approximate Square Footage open: \_\_\_\_\_
- Maximum Student Capacity: \_\_\_\_\_
- Maximum Number of Staff with physical distancing: \_\_\_\_\_
- Total Number of Students Enrolled: \_\_\_\_\_
- 25% of Total Number of Students Enrolled: \_\_\_\_\_
- In-person class size is limited to: \_\_\_\_\_
- The **maximum** number of students & staff permitted on campus at any one time to ensure no more than 25% of total student body and to maximize physical distancing is:

<b>Specialized Services for defined subgroups of children (T1)</b>			
Enter the estimated total number of students that will return per grade (if none, enter 0)			
TK:	3:	5:	9:
K:	4:	6:	10:

1:	5:	7:	11:
2:	6:	8:	12:
Estimated total number of administrators, teachers, and other employees on campus supporting resumption of all permitted in-person services for students:_____			

Services

The [Grab & Go Food Center](#) located closest to this school is at:

- School Name:\_\_\_\_\_
- Address\_\_\_\_\_

The [COVID-19 Test Center](#) located closest to this school is at:

- School Name:\_\_\_\_\_
- Address:\_\_\_\_\_

School COVID-19 Compliance Task Force

Name	Job Title	Role
	(Principal)	Leader
		COVID-19 Compliance Officer
	(School Administrative Assistant)	Attendance Monitor
	(Plant Manager)	Cleaning/Disinfecting Operations
	(School Nurse)	Exposure Management Advisor
		Health Office Manager
		Data Collection Manager

**Health Office Set-up and Staff**

Type of Health Office	Indoor vs. Outdoor	Location	Staff Person(s)	Alternate	Runner
General Health Office (Non-COVID)					
Isolation Area (Recommended Outdoors)					

Quarantine Area					
-----------------	--	--	--	--	--

School Communications

The following information was sent to parents/students prior to the start of in-person services: (check all that apply)	
<input type="checkbox"/> Isolation and quarantine policies as they apply to students who have symptoms or may have been exposed <input type="checkbox"/>	<input type="checkbox"/> Options for COVID-19 testing if the student or a family member has symptoms or exposure to COVID-19
<input type="checkbox"/> Changes in school meals to avert risk	<input type="checkbox"/> Required use of face coverings
<input type="checkbox"/> How to conduct a symptom check before students leave home for school	<input type="checkbox"/> Changes in academic and extracurricular programs to avert risk
<input type="checkbox"/> Importance of student compliance with physical distancing and infection control policies	<input type="checkbox"/> Who to contact at the school if students have symptoms or may have been exposed
<input type="checkbox"/> School policies concerning parent visits to school and advisability of contact the school remotely	<input type="checkbox"/> Importance of providing up-to-date emergency contact information, including multiple parent contact options

# Coversheet

## Glows, Grows and Priorities Presentations

**Section:** III. Information/Discussion Items  
**Item:** A. Glows, Grows and Priorities Presentations  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** MSA-1 GGP 2022-23.pdf  
MSA-2 GGP 2022-23.pdf  
MSA-3 GGP 2022-23.pdf  
MSA-5 GGP 2022-23.pdf



# **GLOWS, GROWS, & PRIORITIES**

*Magnolia Science Academy - 1 Warriors  
2022-2023*

# GLOWS



- Positive MAP growth for 6th, 7th, 8th, 10th, & 11th in ELA and Math
- IAB scores has improved in Math (9.19%) compared to last year
- Already met our Home Visits metric for 2022-23 school year (16.5% of families have been visited)
  - 1.5% over target
- Social Emotional Learning (SEL) curriculum taught during SSR
- PBIS Rewards Implementation
- Decrease in major behavior incidents:
  - 66% decrease in grade 6
  - 87% decrease in grade 7
- Enrollment has increased 12 students since Census Day
  - 694 on 10/05/2022      706 on 2/15/2023
- 97% graduation rate for Class of 2022
- 94% acceptance rate into 4-year universities and 2-year colleges
- 5 dual enrollment courses offered; Psychology 001, Counseling 020, Astronomy 001, English 101 and Political Science 001
- One on one meetings to discuss four your plans; including home visits for over 70% of seniors
- 15 College Board AP Scholars (3 with Distinction); 3 National Recognition Program Awardees (National Hispanic Recognition Award)
- 40 students graduating with an honors diploma and 8 with an advanced diploma - 2023
  - 17 Honors Diplomas and 2 Advanced Diplomas in 2022
- Saturday School for intervention and enrichment
- Spring Camp to Pali Institute
- CIF and Middle school Sports Programs
- Parent College
- Community Partnerships and Events (Multicultural Food Festival, CicLAVia, Reseda Neighborhood Council...)





# GROWS

- A-G Completion rate (73% in 2022)
- FAFSA Completion rate (80% in 2022)
- AP pass rate (54% of AP students earned a 3 or higher)
- Average Daily Attendance (ADA) 92%
- Parent Participation at meetings
- Sports expansion to middle school
- Space for Extracurricular Programs (i.e., Vex Robotics, Assemblies, Parent Meetings, Small Group Intervention, etc.)
- Classrooms for traveling teachers
- Data Projections
  - MAP CGI Data
  - MyON is below in lexile growth
  - IXL is below daily 30 questions threshold
- ELD supports for newcomers





# PRIORITIES

1

## Facilities

- College & Career Readiness Center
- JAM Building
- Parking
- Lunch Area
- Inclement Weather



2

## Enrollment

- Reach targeted rate of 700
- More Dual-Enrollment participation



Powered by BoardOnTrack

3

## Data

- Reaching 100% A-G Completion
- Improving SBAC and CAST Data



4

## Extracurricular programs

- Adding more academic programs
- Continuing to grow sports program







# **GLOWS, GROWS, & PRIORITIES**

*Magnolia Science Academy - 2  
2022-2023*

# GLOWS



## MUSTANGS

- Growth of Dual Enrollment Program
- Hippocratic Circle with Kaiser Permanente for 40 MS students
- Parent Education Bridge for Student Achievement Foundation (PEBSAF) ELD classes at One Generation
- 24th Street Theatre acting improvisation workshop for Student Ambassadors
- Los Angeles Institute for Restorative Practices (LAIRP) student leadership summit at One Generation and student certification in conflict mediation, restorative practices and community circles; and La Canada Leadership Camp Sponsorship
- Be RAD Studios and equipment purchase - new student-created SEL content launch in partnership with Cal HOPE Grant and JAMS Grant
- Health Screening
- New land acquisition and future plans for building construction
- Music Competitions Accepted: Stanford University Jazz Festival, Reno Jazz Festival, and Essential Ellington Jazz Festival in New York
- LACOE History Day Competition
- Home Office PD support for collaborative learning strategies
- English and Math Monday Morning Weekly department coaching
- LA Regional Science Olympiad
- Math Competitions including: AMC8 for MS, AMC10 /AMC12 AB for HS, Noetic Math Competition for MS, Kangaroo Math Competition for MS, MathCounts CSUN
- 53 Gifted Students (GATE) including 3 new students this year
- 12 hour dally school services (6:30am - 6:30pm) Monday - Friday
- MPS Volleyball tournament high school girls championship winner
- Friday Coffee with the Principal weekly meetings
- Insight Treatment Center partnership
- Care Solace partnership for mental health referrals
- Winter Music Concert Recital
- Catalina Island Volleyball Tournament
- More than 35 parent engagement activities
- Cal HOPE SEL Grant
- Instructional Rounds Collaboration with Home Office
- PBIS Silver Medal from California State
- Launch of KickBoard for PBIS incentives
- PBIS Kickoff Assembly
- LA Metro Free Passes for All Students
- Winter MAP - ELA met/exceed growth target for grades 8-11, nearly met growth target for grades 6-7
- Winter MAP - Math met/exceed growth target for grades 8-11 (except 8th grade)
- All grades attended field trips
- College visits with Think Together
- 120 advanced math students
- Exceed target participation rates for Panorama Stakeholder surveys (families 99%, students 98.6%, staf 100%)
- College Board National Recognition Program - 11th Grade Student (Jaylen Marshall)
- New music program
- Drumline performances at sports games
- Enrollment increase 4 consecutive years (currently 507 students)
- More than 20 clubs
- 133 home visits (87 in-person, 56 virtual) - 26% of all students
- 70% College-Career Indicator Readiness rate for current 12th graders
- 85% 12th graders completed at least 1 college course
- 98% A-G completion rate for current 12th graders
- 55% 12th graders eligible for Golden State Merit Seal diploma
- 47% 12th graders eligible for Advanced Diploma
- 100% 12th grade students on track to graduation
- Saturday School programs for targeted student groups, as well as advanced and enrichment activities
- Winter Intersession, Thanksgiving Intersession, Spring Intersession, Summer Intersession
- Telemundo Student Athlete Spotlight - 2 students (Sam Velez and Ariana Bonilla)
- Congressional Award Program (CAP) - Outdoor Expedition to Malibu Springs, Calico Ghost Town, and upcoming trip to Big Sur
- CIF Sports - 1st year eligible for post-season:
  - State Championship for HS Boys Cross Country & 3rd Place in Los Angeles Division 5 Championships (Sam Velez), 8th Place Overall for Team in Los Angeles City Div V
  - Qualified for playoffs for HS girls volleyball, HS boys soccer, HS boys cross country,

# GROWS

- Improve ADA rate (93.36% for first 5 months)  
- lower than budgeted
- Encourage more SPED and EL students to take college courses
- Expand ELA related competitions
- Improve teacher attendance rate (LCAP Goal 1) due to medical / illness
- Support 8th Grade students to help meet Spring MAP Math growth goal
- Improve incoming 9th grade enrollment / retention of current 8th graders
- Expand services for growing newcomer EL population
- Expand PD services for new teachers (including for all 4 English teacher)
- More PBIS rewards



# PRIORITIES

1

## Enrollment

- 530 Students for 2023/24
- Improve incoming 9th grade enrollment / retention of current 8th graders

2

## Attendance Chronic Absenteeism

- 95% ADA (each month from March - June 2023, as well as all months in 2023-24)

3

## ELL Support

- Expand services for growing newcomer EL population

4

## Charter Renewal

- Petition
- Data
- Stakeholder Support

# DATA

THIS YEAR, WE'VE ANSWERED

**8 9 5 , 0 0 6**

QUESTIONS!

Aim for 70,000 questions each month!

MARCH

## SKILL PROGRESS SUMMARY

**11,225**  
SKILLS MASTERED

**17,979**  
SKILLS PROFICIENT

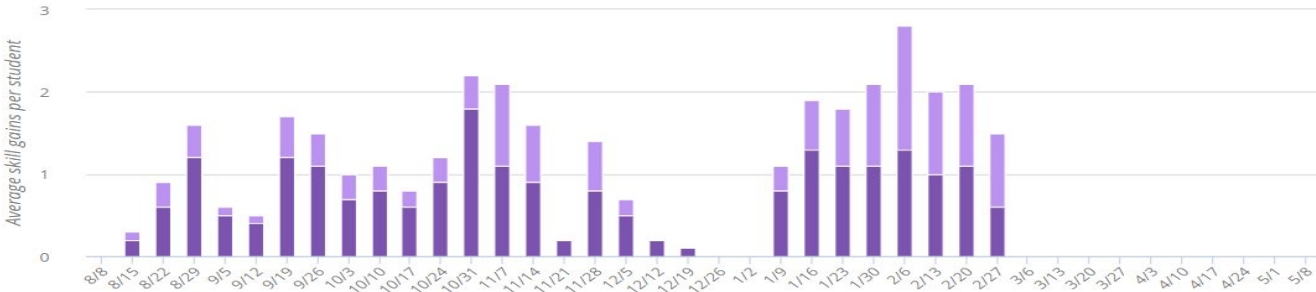
**29,989**  
SKILLS PRACTICED

## TIME SPENT



## BUILDING MASTERY

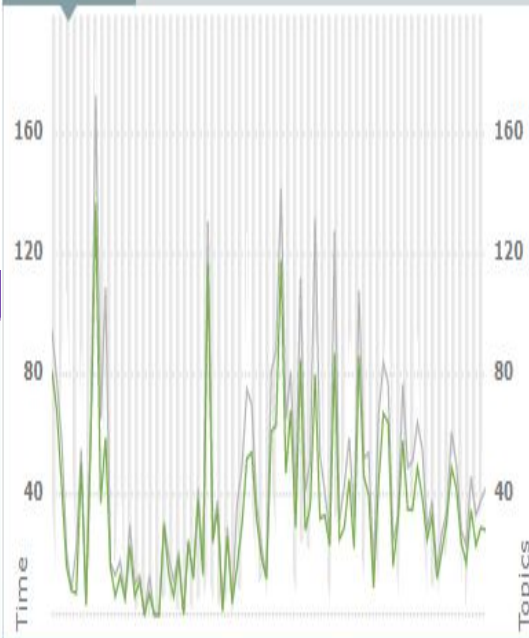
Mastered Proficient



Your 4-week average: **2.3 proficient** IXL's recommended goal: **1** See strategies

## Time & Topic - Learning Mode

3M 1M 2W 1W



December 3 - March 2

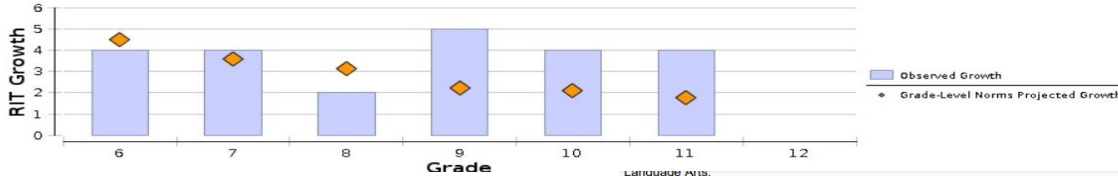
110 of 542

### Magnolia Science Academy 2

Math: Math K-12

Grade (Winter 2023)	Total Number of Growth Events†	Fall 2022			Comparison Periods Winter 2023			Growth		Growth Evaluated Against						
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	99	204.3	14.5	9	208.6	13.9	9	4	0.7	4.5	-0.14	44	99	52	53	51
7	84	209.7	13.6	11	213.3	13.3	11	4	0.8	3.6	0.02	51	84	37	44	42
8	89	216.9	16.4	20	218.7	16.2	17	2	0.7	3.1	-0.97	17	89	39	44	39
9	39	216.9	16.4	17	221.7	15.1	24	5	1.3	2.2	2.32	99	39	27	69	60
10	59	220.9	19.4	21	225.1	18.3	28	4	1.1	2.1	1.82	97	59	33	56	53
11	45	230.4	21.0	45	234.6	21.9	54	4	1.2	1.8	2.12	98	45	27	60	58
12	0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**

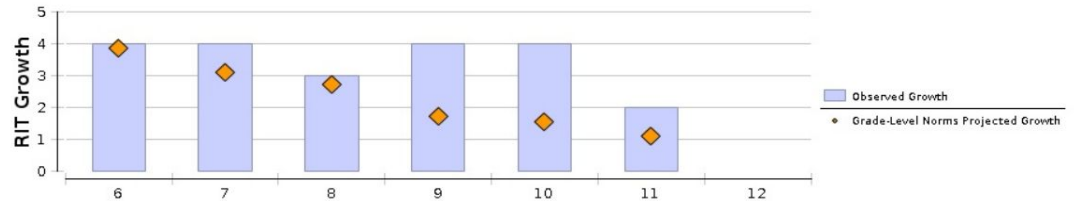
### Math: Math K-12










Language Arts:  
Reading

Grade (Winter 2023)	Total Number of Growth Events†	Fall 2022			Comparison Periods Winter 2023			Growth		Growth Evaluated Against						
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	98	204.1	14.1	20	208.0	13.4	20	4	0.9	3.8	0.05	52	98	41	42	41
7	84	206.4	16.2	14	209.9	13.3	16	4	1.0	3.1	0.42	66	84	38	45	45
8	93	210.6	15.8	17	213.3	14.1	18	3	0.7	2.7	-0.02	49	93	40	43	37
9	34	215.3	17.8	35	219.4	14.3	45	4	1.4	1.7	2.10	98	34	19	56	53
10	57	216.9	15.4	30	220.7	14.3	40	4	1.0	1.5	2.40	99	57	34	60	54
11	46	223.9	17.3	52	225.6	15.4	55	2	1.0	1.1	0.48	68	46	23	50	55
12	0	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**

### Language Arts: Reading



msa2mustangs 9+  

 School Events  
 Sports  
 College Info  
 Weekly Reminders  
 School Clubs

MSA2 Even... Deportes Universidad Recuerdos Clubs















**CLASS**  
schedule



*Welcome! Bienvenidos*

care solo  
Calming the Chaos of Mental Health



- **Parent Square**  
(Direct parent to staff & student to staff contact)
- **Infinite Campus**  
(Platform to overview students grades and attendance)
- **Social Media**  
(Communication about school and community events)
- **MSA2 Website**



**PARENT AND COMMUNITY RESOURCES**

*Child Parent Institute*  
**Parenting Classes**

**Mental Health**

**Social Emotional Learning**

**Students with Special Needs**

**LGBTQ+**

**Food Bank Locator**

**Guide to pronouns & neo-pronouns**

**Click on the icons for direct resource!**







**MSA 2**  
MAGNOLIA SCIENCE ACADEMY

*Coffee with the principal  
Cafecito con el director*



**JOIN US TOMORROW IN PERSON AT 9:15AM BY OUR GARDEN  
LES VEMOS MAÑANA EN PERSONA A LAS 9:15AM POR NUESTRO JARDÍN**





# GLOWS, GROWS, & PRIORITIES

*Magnolia Science Academy - 3  
2022-2023*



# GLOWS

- Culturally relevant events/activities (Hispanic Heritage Month, Black History Month)
- CIF (eSports, Basketball, Volleyball, Cheer, Soccer)
- Academic Rewards, Honor roll assemblies (Movies, BMX Assembly)
- MS Soccer - 1st Team Ever
- Student vs Staff team building activities.
- Seed to Success SEL Mentoring- Knotts Trip
- Math Counts and Science Olympiad teams
- Crossroads - Conflict Resolution & Mentoring Support
- Fully staffed
- Parent engagement activities (Parent Advisory Committee, Parent Task Force, Coffee with admin)
- Winter MAP (glow in Math scores, English in most classes)
- More College class integration with LAVC(Los Angeles Valley College) (English 101, African American Studies, Political Science, Cinema 107)
- Winter Intersession
- STEAM(Science,Technology, Engineering, Arts, and Math) related field trips (Long Beach Aquarium, PALI institute, Catalina Island Marine Institute)



# GROWS

- Enrollment (need to reach 440 students for a sustained budget)
- Attendance 90 %. Chronic Absenteeism.
- MATH/ELA: 6th grade, EL learners, Students w/IEP.
- More elective classes
- Student agency and ownerships.
- PBIS & Schoolwide Expectations (Tardies, Uniform, Tiered Intervention etc.)
- Relevant Post-pandemic teachers ( trauma informed teachers) PD's



# PRIORITIES

1

## Enrollment

- 400 students initial goal
- 440 Students for a sustained budget

2

## Chronic Absenteeism

- 95% ADA (Goal)

3

## SEL

- More support to students and staff

4

## Academic issues

- ELA for EL, SWD
- Math for EL, AA



**FIRST PAC MEETING!**



**STUDENT VS. STAFF SOCCER GAME**





# GLOWS, GROWS, & PRIORITIES

*Magnolia Science Academy - 5  
2022-2023*



# GLAWS

- Dual-Enrollment; Counseling 001, 004, 020 (virtual), Geography 001 (in-person from LAVC, Psychology 001 (in-person in spring)
- Congressional Award program; one Gold medal winner in 2022
- Secured a new school site to relocate in August 2024
- Promising Enrollment Trend
- High Conditional Growth Index
- Female Diversity Award by College Board on AP Computer Science
- Strong Reserve in the Budget
- 90%+ Teacher Retention Rate
- Was able to start the school-year fully staffed
- Successful WASC Visit
- 50% of the parent is conducted a home visit
- Consistent and structured PAC and Coffee with Admin Meetings

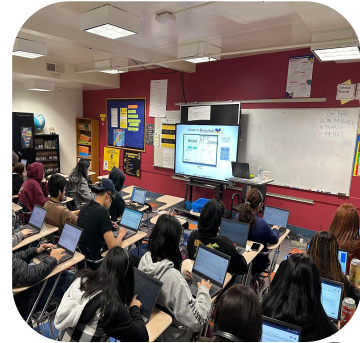


2022 **AP<sup>®</sup> CSP**  
Female Diversity Award



# GROWS

- Retaining all of our students and Retention of 8th graders as they transition into HS
- Fine-tuning SBAC Readiness Programs
- Saturday School Enrollment (now close to 40-50 weekly)
- Dual Enrollment College and Career Pathway: IGETC Implementation
- Supporting our subgroups as we grow in ELs and Immigrant students
- Strengthening athletic programs
- Establishing Community School Model



# PRIORITIES

1

Improving SBAC Math Proficiency by 5% and retaining the ELA rate.



2

Reaching the enrollment target 239 students



3

Aiming an innovative and attractive a design for the new home of Los Lobos aligned with our core values and the budget projected.

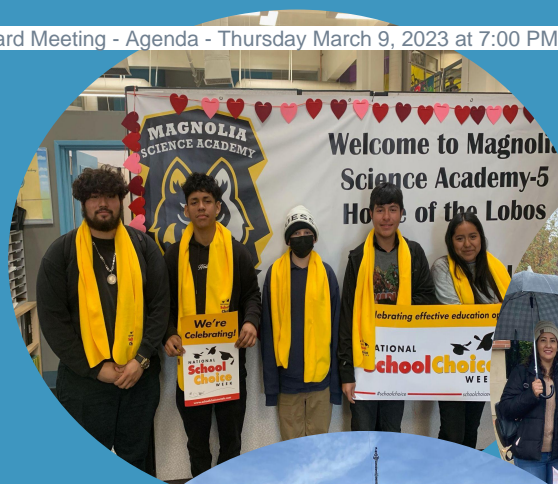
4

Implementing i-GETC Dual Enrollment Pathway successfully





COURTYARD VIEW 3



# INCLUDE HIGHLIGHT



# Coversheet

## Enrollment Update and Year to Year Comparison (2021-2022 vs 2022-2023)

<b>Section:</b>	III. Information/Discussion Items
<b>Item:</b>	B. Enrollment Update and Year to Year Comparison (2021-2022 vs 2022-2023)
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	III B_Enrollment Updated (Updated).pdf



Agenda Item:	III B: Information/Discussion Item
Date:	March 9, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Dr. Brenda D. Lopez, Chief External Officer Lydiett Woods, Director of School Office Data & Accountability
RE:	Enrollment Update and Year to Year Comparison (2021-2022 vs 2022-2023)

**Action Proposed:**

No action is needed. This item is a continuation of enrollment progress updates across all Magnolia Public School sites. The information received from this presentation will inform the MPS board about projected enrollment for the upcoming 2023-2024 school year and where we are in the enrollment season compared to last year.

**Purpose:**

This year we are continuing to establish systems related to enrollment as they align with the open enrollment timeline for families reflecting critical deadlines such as the open enrollment window that closed the first Friday upon our return from winter break and this year it was January 13, 2023.

**Background:**

The Chief External Officer and Chief Executive Officer/ Superintendent met after the census day enrollment numbers were finalized for the current school year approximately at the end of October 2022. We discuss trends in enrollment and historical enrollment data, based on the information available for both a qualitative and quantitative understanding of all school site enrollment, enrollment projection numbers for the upcoming school year were considered. In November, the initial projects were revisited this time including the Chief Financial Officer in order to inform what a projected budget could look like for the upcoming school year. In this process, all MPS Principals were provided with their projected enrollment numbers; they were able to give feedback regarding the projections by analyzing the grade level breakdown and providing additional contextual information and then met with the CXO to make adjustments before December 1st, this deadline is two months ahead of last school years February deadline to allow for PACE to know the breakdown and plan accordingly before January and Office Managers can also make offers once the open enrollment window closes knowing which grades there is enough space to not need a lottery or waitlist.

**Analysis:**

Below you will find the enrollment Update and Year to Year Comparison (2022-2023 vs 2023-2024), School Mint application comparison, and completed enrollment packet comparison.



MSA	COMPLETED REGISTRATIONS	
	2023-2024	2022-2023
	3/3/2023	3/4/2022
Magnolia Science Academy-Bell	69	16
Magnolia Science Academy-San Diego	10	49
Magnolia Science Academy-Santa Ana	22	8
Magnolia Science Academy-1	50	22
Magnolia Science Academy-2	71	42
Magnolia Science Academy-3	15	0
Magnolia Science Academy-4	9	0
Magnolia Science Academy-5	25	4
Magnolia Science Academy-6	18	9
Magnolia Science Academy-7	49	53
<b>TOTALS</b>	<b>338</b>	<b>203</b>

**Impact:**

The benefit for all MPS schools is to identify targeted enrollment projections and plan retention, recruitment and engagement strategies accordingly to reach targets for enrollment.

**Budget Implications:**

Enrollment for the individual sites will vary and this information will be discussed in detail during May 2023 as we get closer to Budget Adoption for the 2023-24 fiscal year.

**Exhibits:** None

## Coversheet

### Approval of 2023-24 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders

**Section:** IV. Action Items

**Item:** A. Approval of 2023-24 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders

**Purpose:** Vote

**Submitted by:**

**Related Material:**

IV A\_Updated 2023-24 Employee Pay Raise Scale for Full-Time Teaching Positions & NCBA Positions & School Leaders 03.06.2023.pdf





Agenda Item:	IV A: Action Item
Date:	March 9, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	MPS Finance Committee
Staff Lead(s):	Suat Acar, Chief Operations Officer Steve Budhreja, Chief Financial Officer
RE:	2023-24 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders

### **Proposed Motion:**

I move that the Board approve the revised 2023-24 Employee Pay Raise Scale for Full-Time Teaching Positions & Non-Classroom Based Academic (“NCBA”) Positions & School Leaders.

### **Introduction:**

The MPS Operations Department has initiated discussions with the C-team and the school site principals regarding 2023-24 compensation package for full time teachers, NCBA positions, and school leaders. To address existing recruitment and retention challenges, MPS strives to create the most competitive compensation package.

The Operations Department has reviewed other CMOs’ and district compensation packages as part of this process.

Below are the proposed changes to the 2023-24 pay raise scale.

- Increase the school base pay to the following:
  - MSA-1, 2, 5, and 8: From \$57,000 to \$61,000.
  - MSA-3, 4, 6, 7, San Diego, and Santa Ana: From \$57,000 to \$59,000.
- Increase position point for Assistant Principal from 25 to 30.
- Performance pay will continue to be suspended in 2023-24. This is in reference to the initial freeze from 2020-21 (refer to the May 27, 2020 board report).

### **Background:**

The HR Department spearheaded a collaborative effort among home office and school site leaders to work on possible options for 2023-24 MPS pay raise scale. MPS Task Force had the first meeting February 2023 and after that there were further internal meetings with the C-team members regarding budget analysis.



**Budget Implications:**

The projected cost of approximately \$2.06 million for all certificated and classified staff will be incorporated into the 2023-24 Adopted Budget which will be provided in June, 2023.

**Exhibits (attachments):**

- 2023-24 MPS Employee Pay Raise Scale for Full-Time Teaching Positions & NCBA, and School Leaders (clean)- all the changes and additions are highlighted in the pay raise scale. (Pg. 3)
- Magnolia Public Schools- benefits and pay scale (Pg. 38)
- PUC- pay scale (Pg. 41)
- Bright Stars Schools- benefits and pay scale (Pg. 44)
- Los Angeles Unified School District ("LAUSD")- pay scale (Pg. 46)



# **MPS EMPLOYEE PAY RAISE SCALE**

## **FULL-TIME TEACHING POSITIONS**

**&**

## **NON-CLASSROOM-BASED ACADEMIC POSITIONS**

Last Amended: 03/09/2023

MPS EMPLOYEE PAY RAISE SCALE (FULL-TIME TEACHING POSITIONS & NON-CLASSROOM BASED ACADEMIC POSITIONS)

**SALARY CALCULATIONS**

**Components of Employee Pay**

School Level: Teaching Positions & Non-Classroom Based Academic Positions		
1.	<b>Base School Salary</b>	
	+	
2.	<b>Employee Qualifications Pay</b>	
	+	
3.	<b>Position Pay (where applicable)</b>	
4.	<b>Employee Performance Pay</b>	
5.	<b>Pay for Additional Duties</b>	
		→ Base Employee Salary

**Narrative:**

1) The MPS Board of Directors will work closely with the Home Office to review and update this Employee Pay Raise Scale and approve it at one of its meetings prior to the start of the fiscal year in which it applies.

This Board-approved pay raise scale will be in effect as of July 1, 2022 until the subsequent Board approval of an updated scale. MPS reserves the right to modify this pay raise scale, as well as any policies affecting employee compensation, including but not limited to maintaining any pay raise scale at all.

2) This policy replaces and overrides any previous pay/bonus policy pay raise scale or other policies affecting compensation to the extent they are in conflict.

3) This pay raise scale applies to all full-time teaching staff and non-classroom based academic staff.

4) Pay for full-time teaching positions has four major components: base school salary, employee qualifications pay, employee performance pay, and pay for additional duties. Pay for non-classroom based academic positions has the same four components, with the addition of a fifth component for position pay. Base school salary, position pay (where applicable), and employee qualifications pay make up the base employee salary as they reflect their job position and qualifications. Employee performance pay and pay for additional duties are variable pays based on the employee's performance rating and the additional duties assigned to the employee and are not a part of the base employee salary.

5) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year, or for part-time, temporary, or seasonal employees. Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one-time lump-sum amount** on the June 20<sup>th</sup> payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)

6) Additional duties for employees will be assigned add-on points as explained further in this scale. These duties have

to be approved by the school administration and the Home Office. The add-on points for such additional duties are not part of employee's base salary; they are earnings on top of the base employee salary designated for the extra duties performed for the specific year of service. Payment for additional duties will be made during and only for the fiscal year in which the duties are performed. Additional duties that are an outgrowth of MPS's instructional program, including the Additional Duties enumerated herein, are reportable to the employee's STRS retirement account. See "Additional Duties" for details.

8) Employees will be able to update their degree or credential during the new work year, and these updated qualifications will be used in prorated salary calculations as of the date of submission. The employee will not be eligible to receive retroactive pay for any period before they reported the degree or credential to MPS and provided satisfactory documentation of the same.

9) MPS pays semi-monthly salaries in whole dollar amounts; therefore, any semi-monthly salary that is not in whole dollar amount will be rounded up to the next whole dollar amount and the annual pay amount will be adjusted accordingly.

10) For employment-based visa holders, proposed salary based on scale cannot be under the prevailing wages as determined by the DOL.

11) A one-time signing bonus may be provided to new employees for hard-to-fill positions upon approval by the CEO on a case by case basis. Such bonus shall be paid at the end of the school year. Signing bonuses are contingent upon employee completing at least one year of service and any employee who fails to do

12) The pay raise scale limitations may be waived to increase base pay in unique situations with approval from the CEO that the waiver is financially sound, academically necessary, and consistent with MPS' commitment to equal opportunities for all staff without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information, and all other bases as described by the EEOC. (See the Employee Handbook for details.)

13) Whether identified or not in this scale, the Home Office will make the final determination regarding salary calculations for any employee at any position and has the authority to make any revisions based on changing budget conditions.

**1) BASE SCHOOL SALARY**

<b>Base School Salary</b>		
<b><u>Location</u></b>	<b><u>School</u></b>	<b><u>Base</u></b>
Los Angeles County (Reseda)	MSA-1	\$61,000
Los Angeles County (Van Nuys)	MSA-2	\$61,000
Los Angeles County (Carson)	MSA-3	\$59,000
Los Angeles County (Los Angeles)	MSA-4	\$59,000
Los Angeles County (Reseda)	MSA-5	\$61,000
Los Angeles County (Los Angeles)	MSA-6	\$59,000
Los Angeles County (Northridge)	MSA-7	\$59,000
Los Angeles County (Bell)	MSA-Bell	\$61,000
San Diego County (San Diego)	MSA-San Diego	\$59,000
Orange County (Santa Ana)	MSA-Santa Ana	\$59,000

<b>Narrative:</b>	
	1) The Base School Salary for each school is determined based on the specific school budget, size, and challenge, as well as the cost of living at the school location.
	2) Based on the above parameters, the Board may adjust the Base School Salaries each year.

**2) EMPLOYEE QUALIFICATIONS PAY**

<b>Qualifications</b>				
<b>Field #</b>	<b>Qualification</b>	<b>Coefficient</b>	<b>Points</b>	<b>Max</b>
1	Degree	\$1,015	1 or 3. See notes.	3
2	Credential	\$1,015	1 or 2. See notes.	2
3	Prior Experience	\$1,015	1 for each year up to 15	15
4	MPS Experience	\$1,015	1 for each year	N/A

<b>Narrative:</b>	
	1) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are non-cumulative; the highest degree will be considered. Any earned degree point(s) during the school year will be reflected in the agreement only until January 31 <sup>st</sup> . After January 31 <sup>st</sup> , all earned degree point(s) will be reflected in the following school year agreements.
	2) Credential: 1 point for California Clear Teaching Credential; 1 point for California Preliminary or Clear Administrative Services Credential; 1 point for job-related credential or certificate, e.g., college counseling certificate; 2 points for National Board Certification. Points are not added except for the addition of the National Board Certification points (2) and the CA Clear Teaching Credential point (1). CA Preliminary Teaching Credential does not earn points. Any earned credential point(s) during the school year will be reflected in the agreement only until January 31 <sup>st</sup> . After January 31 <sup>st</sup> , all earned credential point(s) will be reflected in the following school year agreements.
	3) Prior Experience: Cap of 15 years will be applied for prior full-time teaching, school leader, and other related field work experience when the employee completed a full year of employment in the position. Student teaching as part of the credentialing program does not count for experience. Employees need to verify their prior employment. Final decision will be made by the Home Office.
	4) MPS Experience: Prior full-time, regular employment with MPS as a teacher, school leader, or in other related field work positions. Student teaching as part of the credentialing program does not count for experience. Each year of full-time employment with MPS shall count for 1 point if the employee worked at least 85% of the work year. Final decision will be made by the Home Office.



5) Qualifications pay is NOT an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the same position with the same qualifying points.

**3 ) POSITION PAY**

Position Pay				
Field #	Type of Pay	Coefficient	Points	Max
1	Position	\$1,015	See notes.	10

Position Points	
College Counselor, Librarian, EL Coordinator, Language/Literacy Coach, Title-I/Intervention Coordinator, Guidance Counselor	5
Education Specialist, Psychologist	15
Athletic Director	0
School-Social Worker	0

Narrative:
1)Position: Staff with non-classroom-based academic positions will receive additional points based on their position. See the table above.
2) This is a component of Base Employee Salary as it is earned through the performance of the employee's regular job duties and <b>NOT</b> an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the same position. Position pay is only separated to illustrate how pay is formed.

**4 ) EMPLOYEE PERFORMANCE PAY**

Available Performance Pay	
Teaching & Non-Classroom Based Academic Positions	\$2,000

End-of-Year Overall Evaluation Ratings	
Rating	Earns % of Available Performance Pay
4: Highly Effective (HE)	100%
3: Effective (E)	100%

2: Developing (D)	0
1: Ineffective (I)	0

**Narrative:**

- 1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.
- 2) Employees who receive a “3: Effective (E)” and a “4: Highly Effective (HE)” rating on their end-of-year overall evaluation will earn 100% of the available performance pay. Those who receive a rating of 2 or 1 will be ineligible for performance pay.
- 3) Available performance pay will be a maximum of \$2,000 for school-level teaching staff and non-classroom based academic staff.
- 4) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year, or for part-time, temporary, or seasonal employees.
- 5) Performance pay is **NOT** part of the employee’s base salary and will be paid separately in a **one-time lump-sum amount** on the June 20<sup>th</sup> payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)
- 6) MPS believes in use of data in determining employee performance. As explained in detail in MPS’ board-approved employee evaluation protocols, survey and student assessment data as well as supervisor’s evaluation of the employee performance are used in evaluations of teaching and non-classroom based academic staff.

<b>MPS Board Approved Additional Duties-Annual Assignment (Coefficient for Additional Duties is \$1,000.00)</b>			
	<b><u>Duties</u></b>	<b><u>Add-on Points</u></b>	<b><u>JOB DESCRIPTION</u></b>
<b>Organization Wide Teacher on Special Assignment (TOSA) Duties (to be assigned by Home Office)</b>			
1	History / Social Sciences	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically;</p> <ul style="list-style-type: none"> <li>- Hold grade level/span scope and sequence planning activities quarterly,</li> <li>- Support three MPS-wide PD (symposia) days</li> <li>- Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination</li> <li>- Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks.</li> <li>- Meet quarterly with the Academic Team and CAO to coordinate events and activities,</li> <li>- Organize other network-wide activities and events as assigned.</li> </ul>
2	Science	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically;</p> <ul style="list-style-type: none"> <li>- Hold grade level/span scope and sequence planning activities quarterly,</li> <li>- Support three MPS-wide PD (symposia) days</li> <li>- Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination</li> <li>- Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks.</li> <li>- Meet quarterly with the Academic Team and CAO to coordinate events and activities,</li> <li>- Organize other network-wide activities and events as assigned.</li> <li>- Support the selection and implementation of a proven STEAM enrichment program</li> <li>- Provide professional development for Implementing a multi-level and multi-dimensional curriculum including NGSS</li> <li>- Support MPS Wide Annual STEM EXPO</li> <li>- Develop and Implement Professional Development Workshops for MPS Wide Enrichment Instructional Support</li> </ul>
3	Computer Science and Technology	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically;</p> <ul style="list-style-type: none"> <li>- Hold grade level/span scope and sequence planning activities quarterly,</li> <li>- Support three MPS-wide PD (symposia) days</li> <li>- Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination</li> <li>- Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks.</li> <li>- Meet quarterly with the Academic Team and CAO to coordinate events and activities,</li> <li>- Organize other network-wide activities and events as assigned.</li> </ul>
4	Electives (Spanish, Art, PE, and other Electives)	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically;</p> <ul style="list-style-type: none"> <li>- Hold grade level/span scope and sequence planning activities quarterly,</li> <li>- Support three MPS-wide PD (symposia) days</li> <li>- Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination</li> <li>- Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks.</li> <li>- Meet quarterly with the Academic Team and CAO to coordinate</li> </ul>

			<p>events and activities,  - Organize other network-wide activities and events as assigned.</p>
5	Elementary Programs	5	<p>Coordinate collaboration and professional development activities across all MPS schools. Specifically;  - Hold grade level/span scope and sequence planning activities quarterly,  - Support three MPS-wide PD (symposia) days  - Maintain and coordinate Google classroom for PD and email groups for resource and info dissemination  - Help selection of high quality and effective instructional materials and resources in alignment with CA Standards and Frameworks.  - Meet quarterly with the Academic Team and CAO to coordinate events and activities,  - Organize other network-wide activities and events as assigned.</p>
6	Math	5	<p>- Support the coordination, collaboration and professional development activities across all MPS schools. Specifically;  - Support grade level/span scope and sequence planning activities quarterly,  - Support three MPS-wide PD (symposia) days  - Support and maintain Google classroom and website for PD, resources and info dissemination  - Coordinate at least 2 annual MPS-wide math competitions (growth mindset, Pi day, etc.)  - Support development of the math assessment timeline and manage data collection and analysis  - Serve as a member of the math materials adoption cohort to assist with the selection of high quality and effective instructional materials and resources in alignment with CA Standards and Framework.  - Meet monthly with the Director of Math programs and quarterly with the Academic Team and CAO</p>
7	English	5	<p>- Support the coordination of collaboration and professional development activities across all MPS schools. Specifically;  - Support grade level/span scope and sequence planning activities quarterly,  - Support three MPS-wide PD (symposia) days  - Support and Maintain Google classroom and/or website for PD, resources and info dissemination  - Coordinate 2 annual MPS-wide ELA competitions (Creative Writing, Poetry Out Loud, NaNoWriMo, Women's History Month Essay Contest, etc.)  - Support development of the ELA assessment timeline and manage data collection and analysis  - Support with the selection and/or development of an MPS-wide writing framework and/or curriculum adoption  - Meet monthly with the ELA Program Coordinator, and quarterly with the Academic Team</p>
8	GATE	5	<p>- Research and Development for Adopting a Researched Based "proven" Enrichment Program/Curriculum for all MPS Schools.  - Support the coordination, collaboration and professional development activities across all MPS schools for Gifted and Talented program support.  - Assist with Identification of GATE students including: PD's for Deans, Assistance with obtaining and administering OLSAT and Raven's Tests  - Support MPS GATE Coordinators in implementing Enrichment and STEAM Activities at all Sites  - Support three MPS-wide PD (symposia) days  - Support and maintain Google classroom and website for PD,</p>

			<p>resources and info dissemination</p> <ul style="list-style-type: none"> <li>- Lead the Coordination of the annual Steam Expo with all participating MPS schools</li> <li>- Meet monthly with the Director of SPED programs and quarterly with the Academic Team and CAO.</li> <li>- Seek out Enrichment opportunities for students (Science camp, JPL Scholarships etc.)</li> </ul>
9	SPED	5	<ul style="list-style-type: none"> <li>- MPS Wide District Level Usage on the SEIS and Welligent Systems - Weekly monitoring and reporting to Director of SPED / Re:School Compliance - Support MPS GATE Coordinators in implementing Enrichment and STEAM Activities - Monitor the Compliance of 504 Plan Implementation - Provides Professional Development for SPED Teachers at 3 symposiums and ongoing support for newly hired SPED Teachers - Adds, Deletes, Monitors and Maintains Users for the SEIS and Welligent Systems (Creates passwords for adult users, adds students from CAL-PADS to SEIS and Welligent as appropriate).</li> </ul>
<b>School wide Coordination Duties</b>			
1	Discipline Coordinator	5	<p>The Coordinator is a critical teammate on the student service team, under the direction of the Dean of Students. The Coordinator's primary responsibility is to respond to student behavior. This will happen through the management of systems across the school, and through the creation of meaningful interventions to build student capacity to make strong, future-ready decisions. The coordinator builds strong relationships with students and champions family engagement to develop partnerships between the school and families to support the success of students.</p>
2	I.T. Coordinator/Technician	5	<p>I.T. Coordinator/Technician is a staff member who:</p> <ul style="list-style-type: none"> <li>- Maintains staff, students, and classroom technology (tracks in inventory system/configured for operation)</li> <li>- Responds to school's basic technology issues like troubleshooting internet/wireless connection, or printing etc.</li> <li>- Gives feedback on usage and research/analysis results on continuously improving educational technology and recommend them to the school and other schools' IT technician team members.</li> <li>- Trains fellow staff members on certain software/hardware usage and on basic computer security, and technology equipment handling if needed.</li> </ul>
3	Testing Coordinator	5	<p>Testing coordinator will coordinate and supervise school-wide implementation of local and state tests (SBAC, MAP, IAB Benchmark tests, GATE, ELPAC, AP tests). Other tasks include scheduling, informing parents, encouraging students, assist school staff with preparation for test administrations, and assisting Math and English teachers with testing strategies and preparation. In additional working closely with SPED and EL departments along with communicating with IT Manager to ensure accommodations are enabled according to the individual needs of students. The testing coordinator will also assist in providing data to admin for as needed, to teachers for intervention and data driven analysis. Perform other duties as assigned by the principal.</p>
4	After School Coordinator	5	<p>Responsible for on-site program administration and oversight, including supervising staff such as tutors and enrichment staff. Prepares Attendance Reports. Monitors staff and completes a professional development needs assessment of each staff member. Works with admin and teacher to identify clubs and tutoring offered/needed, generates/communicates the after-school</p>

			schedule, promotes the attendance for after school programs, checks classrooms regularly, helps with ordering supplies, collects the data and submits to authorizers.
5	MTSS Coordinator (incl. RTI, Title I, etc.)	5	Under the direction of the Dean of Students, the MTSS Coordinator is an integral part of the school's culture. The coordinator collaborates with team members to provide academic and behavior strategies for students with various needs.
6	EL Coordinator	5	Implements and is compliant with the MPS EL Master Plan, supports ELA and ELD teachers with instructional strategies, consults with the MPS EL Coordinator, identifies EL students, supports EL student achievement reports and data analysis of EL student, planning and administering ELPAC, monitors student progress through various assessments such as SBAC, MAP, Lexile reports, compiles student portfolios, attends district/school-wide PDs and meetings
7	Literacy Program Coordinator (incl. myON, A.R., etc.)	3	Coordinates the school-wide literacy program (myON, AR, etc.), including scheduling and supporting professional development and training for teachers, supporting teachers with best practices for program implementation, planning events and competitions which promote literacy, monitoring literacy data such as: lexile growth, minutes/books read, etc. and sharing such data with school staff to improve students' literacy development and growth.
8	STEAM Festival/Expo Coordinator	2	STEAM Coordinator is an active participant of annual STEAM EXPO event in collaboration with the Home Office. Organizes a local and school-wide STEAM EXPO. Follows up with deadlines at the school level, communicates the guidelines via emails and meetings. Supports teachers and staff to maximize student/project participation. Assists with the logistics such as transportation and food, etc.
9	Community and Family Outreach Coordinator	2	A high-energy multi-tasker with dynamic leadership ability who builds coalitions and partnerships. The Coordinator works to build social capital by fostering person-to-person and people-to-place relationships, develop the skill and will of parents and community leaders to take on leadership roles within schools and in their community, and encourage civic engagement in order to build neighborhoods where the stakeholders want to invest their time and resources to transform their communities. The Coordinator will be flexible and a self-starter, working with a network of engaged and empowered stakeholders in the MSA Communities. They will make connections with residents to broaden and deepen the community network, support local advocacy, and develop leaders who will carry out the work.
10	WASC Self-Study Coordinator	3	The WASC Self-Study Coordinator is the primary contact with WASC, compiling all the necessary information to complete the self-study. The Coordinator utilizes the guidelines set by WASC and with the help of MSA administration, identify a team of faculty, staff, and school leaders to write and assemble the various components of the self-study by their identified deadline. The Coordinator will be available to the WASC administration and team for all communication and will lead and facilitate the WASC team visit. Through the completion of the self-study process, the school will have accomplished: 1) the involvement and collaboration of all stakeholders to support student achievement; 2) the clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards; 3) the analysis of data about students and student achievement; 4) the assessment of the entire school program and its impact on

			<p>student learning in relation to the schoolwide learner outcomes, academic standards, and WASC/CDE criteria;</p> <p>5) the alignment of a long-range action plan to the school's areas of need; and</p> <p>6) the capacity to implement and monitor the accomplishment of the plan.</p>
11	Blended Learning Coordinator	1	The Blended Learning Coordinator provides leadership, staff development, and instructional support to all instructional and administrative staff. In addition, this position serves as a liaison between school and org-wide technology initiatives and school based implementation and support for administrators and teachers.
12	Extracurricular Activities Coordinator	1	After School Coordinator is responsible for on-site program administration and oversight, including supervising staff such as tutors and enrichment Instructors. Prepares Attendance Reports. Monitors staff and completes a professional development needs assessment of each staff member in the program.
13	504 Coordinator (1-10 cases)	2	<p>The Support Services coordinator will focus on supporting schools in maintaining and building records and documentation for all students eligible under Section 504.</p> <p>Ensure the implementation of Section 504 procedures at each Magnolia school including: Coordinating referrals; Determining appropriate Section 504 accommodations, team composition and participating in Section 504 team meetings as needed. Assisting with 504 professional development workshops for MPS school sites. Serve as a daily resource to MPS administrators, teachers, and staff regarding Section 504.</p>
14	504 Coordinator (11 or more)	3	<p>The Support Services coordinator will focus on supporting schools in maintaining and building records and documentation for all students eligible under Section 504.</p> <p>Ensure the implementation of Section 504 procedures at each Magnolia school including: Coordinating referrals; Determining appropriate Section 504 accommodations, team composition and participating in Section 504 team meetings as needed. Assisting with 504 professional development workshops for MPS school sites. Serve as a daily resource to MPS administrators, teachers, and staff regarding Section 504.</p>
15	SSPT Coordinator	2	<p>Serve as a liaison between the schools and appropriate partners in supporting students and families.</p> <p>Using a MTSS Framework, the SSPT coordination includes the following, Support students in acquiring linguistic, academic, behavioral, and social competencies using tiered interventions.</p>
16	GATE Coordinator	2	Assist schools in enhancing collaborative and supportive schoolwide PBIS culture for all school partners. Assist the Director in designing and implementing a Magnolia Wide GATE enrichment curriculum.

17	SPED Coordinator	5	<ul style="list-style-type: none"> <li>* School site support with SPED coordination.</li> <li>* School Based Case management</li> <li>* Child Find - accessing all students enrolled in the science academy in CALPADS, SEIS or Welligent.</li> <li>* Ensuring an annual IEP meeting is held for each student, either identified as an “annual review” or a Triennial.</li> <li>* Working with SPED Teacher to ensure service provision is taking place.</li> <li>* Providing pertinent information to SPED Director to ensure CALPADS data is accurate.</li> <li>* Managing caseload to ensure compliance with all meetings, service provision and accommodations are in place for each student.</li> <li>* SPED Coordinators are also responsible for working with SPED para’s and instructing SPED students in pull out sessions.</li> <li>* SPED Coordinators are responsible for team teaching with all general education teachers to ensure students are receiving support for assignments, projects and are being graded according to their IEP.</li> <li>* SPED Coordinators meet with the SPED director at school level SPED meetings, and once monthly at the CMO level SPED meetings. All SPED teachers meet weekly with their SPED coordinators and/or admin teams.</li> <li>* Prepares the department for annual audits and authorizer oversight.</li> <li>* Works with all service providers</li> </ul>
18	Alumni Success Coach - Tier 1 (1-150 Alumni)	2	<ul style="list-style-type: none"> <li>Build relationships with seniors. (ex: Advisory teacher or college readiness class teacher)</li> <li>Conduct Summer Send-off meetings</li> <li>Stay in contact with Alumni and use GradSnapp as directed</li> <li>ZOOM/Phone/Email Check-Ins re: grades, needed materials, questions/concerns, financial aid, connecting with college allies</li> <li>In-person visits to high-population institutions</li> <li>Would work with the CCRP Coordinator during monthly meetings and individual check-ins</li> <li>Inform alumni about MPS-wide alumni events</li> <li>Coordinate site-specific alumni events in collaboration with the College Counselor (ex: potlucks, alumni panels, etc)</li> </ul>
19	Alumni Success Coach - Tier 2 (151-300 Alumni)	3-5	<ul style="list-style-type: none"> <li>Build relationships with seniors. (ex: Advisory teacher or college readiness class teacher)</li> <li>Conduct Summer Send-off meetings</li> <li>Stay in contact with Alumni and use GradSnapp as directed</li> <li>ZOOM/Phone/Email Check-Ins re: grades, needed materials, questions/concerns, financial aid, connecting with college allies</li> <li>In-person visits to high-population institutions</li> <li>Would work with the CCRP Coordinator during monthly meetings and individual check-ins</li> <li>Inform alumni about MPS-wide alumni events</li> <li>Coordinate site-specific alumni events in collaboration with the College Counselor (ex: potlucks, alumni panels, etc)</li> </ul>
20	Alumni Success Coach - Tier 3 (300+ Alumni)	5	<ul style="list-style-type: none"> <li>Build relationships with seniors. (ex: Advisory teacher or college readiness class teacher)</li> <li>Conduct Summer Send-off meetings</li> <li>Stay in contact with Alumni and use GradSnapp as directed</li> <li>ZOOM/Phone/Email Check-Ins re: grades, needed materials, questions/concerns, financial aid, connecting with college allies</li> <li>In-person visits to high-population institutions</li> <li>Would work with the CCRP Coordinator during monthly meetings and individual check-ins</li> <li>Inform alumni about MPS-wide alumni events</li> <li>Coordinate site-specific alumni events in collaboration with the</li> </ul>



			College Counselor (ex: potlucks, alumni panels, etc)
<b>Chair/Mentorship/Special Committee Duties</b>			
1	Department Chair (5+ teachers)	3	Supports teachers with teaching curriculum and instruction, course pacing, planning, providing feedback and tools, conducts peer observations twice a semester, holds monthly department meetings, attends specific admin-led meetings, coaches teachers, helps teachers with ordering/selection of materials.
2	Department Chair (1-4 teachers)	2	Supports teachers with curriculum and instruction, course pacing, planning, providing feedback and tools, conducts peer observations twice a semester, holds monthly department meetings, attends specific admin-led meetings, coaches teachers, helps teachers with ordering/selection of materials.
3	Grade Level Chair (5+ teachers)	3	Under the direction of the Dean of Academics/Assistant Principal, the Grade Level Chair is an integral part of the school's leadership team in which the team member collaborates with multiple committees, including MTSS, to design and execute the school's long-term strategic vision. The teacher leader needs to be able to master and navigate instructional shifts to take on new learning challenges and coach colleagues to high levels of proficiencies that close the achievement gap for all students.
4	Grade Level Chair (1-4 teachers)	2	Under the direction of the Dean of Academics/Assistant Principal, the Grade Level Chair is an integral part of the school's leadership team in which the team member collaborates with multiple committees, including MTSS, to design and execute the school's long-term strategic vision. The teacher leader needs to be able to master and navigate instructional shifts to take on new learning challenges and coach colleagues to high levels of proficiencies that close the achievement gap for all students.
5	Student Leadership / Gov't Advisor	2	Under the guidance of Dean of Students, a student council advisor guides student leaders in successfully planning events, making decisions and representing their fellow students. This role is essential to developing students' leadership skills and supporting their efforts to serve their school.
6	BTSA / Teacher Mentor	1.5	The mentor will be assigned one or multiple teachers or teacher candidates with preliminary credentials. The mentor will help these teachers to clear their credentials with direct support, guidance, timeline follow up with lesson planning, curriculum development and classroom management. The mentor will also provide PD opportunities for the mentees.
7	CAP Mentor	1	The CAP Mentor supports students in working towards earning a recognition from the Congressional Award Program by helping them set goals, organize their activities, track their accomplishments, and submit their evidence to the program. "Participants earn Bronze, Silver, and Gold Certificates and Bronze, Silver, and Gold Medals. Each level involves setting goals in four program areas; Voluntary Public Service, Personal Development, Physical Fitness, and Expedition/Exploration." <a href="https://www.congressionalaward.org/the-program/">https://www.congressionalaward.org/the-program/</a>
8	Reflection Committee Team Member	1	Under the direction of the Dean of Students, the Committee is an integral part of the school's culture in which the team member collaborate to provide academic and behavior strategies for

			students with various needs. Instead of the “waiting for failure” assessment model, the Committee team member is able to take a proactive approach to identify students with social-emotional, academic, and behavioral needs. Additionally, the team member is responsible for providing information and professional development to the school site teams, ensuring that MTSS components are implemented effectively throughout. Early interventions and assessments for these students can greatly improve their academic & behavioral successes.
9	Student Safety Committee	1	Support administration during the academic year, with morning drop-off and after school dismissal this includes parking lot supervision and valet duties to ensure safety of students and other pedestrians. Additional responsibilities include assisting students in and out of the car in the valet line, supervising students in the dismissal area, and assisting the management of traffic.
10	CIF Athletic Director (1-3 teams)	5	The primary responsibility of an athletic director is to oversee all aspects of the athletic programs that are sponsored by the school. Schedules practice/game locations and times. Monitors athletes academics and behavior with administration. Supervise athletic competitions. Ensure that documentation and CIF guidelines (i.e., physicals, gpa, code of conduct). Organize and arrange transportation, referee, facilities, and any other sport related items. Manages inventory and acquisition of equipment and uniforms for each sport. Assist with the hiring of staff and coaches. Teaching assignment 75%
11	CIF Athletic Director (4-6 teams)	10	The primary responsibility of an athletic director is to oversee all aspects of the athletic programs that are sponsored by the school. Schedules practice/game locations and times. Monitors athletes academics and behavior with administration. Supervise athletic competitions. Ensure that documentation and CIF guidelines (i.e., physicals, gpa, code of conduct). Organize and arrange transportation, referee, facilities, and any other sport related items. Manages inventory and acquisition of equipment and uniforms for each sport. Assist with the hiring of staff and coaches. Teaching assignment 50%
12	Instructional Coach	3	The Instructional Coach/Mentor is a teacher who has instructional expertise and ability to collaborate using a coaching and learning approach on campus among all educational partners. The Coach focuses on enhancing teacher ability to provide instruction that builds student understanding and skills, is academically rigorous, addresses the curriculum standards and frameworks, enhances student sense of engagement in and ownership of learning, and provides a safe and nurturing learning environment. The Coach, together with the classroom teacher(s), looks at student work, data, and supports the teacher in creating standards-based, high-quality instruction.
<b>Club/Competition Duties</b>			
1	Special Club (Category 1)	1	Club (Category 1) includes approved clubs that either have a STEM focus or prepare students for a special competition but do not require as extensive time commitment and preparation as a Category 2 club. Ex: Advanced Math/Math Counts, Science Olympiad, and other approved STEM clubs; Spelling Bee, Geography Bee, and other approved clubs that prepare for a competition.
2	Special Club (Category 2)	2	Club (Category 2) includes approved clubs that have a special focus, typically in STEM fields, require an extensive time commitment and preparation, and generally culminate in a competition. Ex: VEX/Seaperch Robotics, FIRST Lego, Future City, Academic Decathlon/Pentathlon.

3	Extra Club / Tutoring	1	Extra clubs are clubs employees offer in addition to their required two (2) after-school tutoring/club sessions.
<b>Additional Teaching Duties</b>			
1	AP Teacher (per AP course)	2	Understands and organizes the curriculum of the AP course based on the College Board's course guidelines and exam blueprints, stays current with course content, attends summer seminars as needed, submits the course syllabus to the AP course ledger, works with the admin for the roster of the course, prepares summer work, registers students on College Board's class portal, administers a full-long practice exam in Spring.
2	Extra Teaching Hours (per hour per week)	1	Carries out regular teaching duties (5 courses per day) for an additional class requiring an extra prep.
3	Additional Prep Time (3 or more prep per week)	1	Provides weekly lesson plans and instruction for 3 or more assigned classes.
4	Independent Study Synchronous Instruction (30 min per week)	1.8	Provide weekly 30 minutes of Synchronous Instruction under the MPS Independent Study Policy. Focus should be standards review and practice. Teachers will use current grade level resources and IXL programs.
5	Independent Study Synchronous Instruction (60 min per week)	3.6	Providing Synchronous Instruction (60 min per week under MPS Independent Study Policy. Focus should be standards review and practice. Teachers will use current grade level resources and IXL programs.
6	Independent Study Supervising Teacher (for each 5 students)	1	Supervising Teacher with these conditions and duties Definition of Supervising Teacher: Education Code Section 51747.5: The independent study by each pupil or student shall be coordinated, evaluated, shall be under the general supervision of an employee of the school who possesses a valid certification document pursuant to Section 44865 or an emergency credential pursuant to Section 44300, registered as required by law. Supervising Teacher: "General supervision" means the supervising teacher's (1) continuing oversight of the study design, implementation plan, allocation of resources, and evaluation of student's independent study; and (2) personal determination or personal review of the determination made by another certificated teacher of the time values for apportionment purposes of each pupil's or adult education student's work products.

<b>MPS Board Approved Additional Duties-One Time Assignment for the 2022-23 School Year</b>				
<b>Additional Duties – One-Time Assignment</b>				
	<b>COMPONENT NAME</b>	<b>DOLLAR AMOUNT</b>	<b>PER</b>	<b>DESCRIPTION</b>
* Hourly staff will not be paid according to the below rates but will be paid with respect to their hourly rates to the extent their job duties encompass any of the duties below.				
1	Home Visit Program	\$50	VISIT	Refer to Home Visit Policy
2	Virtual Home Visit	\$25	VISIT	Refer to Home Visit Policy
3	Saturday School	\$70	HOUR	Refer to School Admin
4	Parent Academy Coordinator	\$50	HOUR	Refer to School Admin
5	Parent Academy Teacher	\$50	HOUR	Refer to School Admin
6	After School Coordinator	\$30	HOUR	Refer to School Admin
7	After School Support	\$30	HOUR	Refer to School Admin
8	Zero Period Assistance	\$30	HOUR	Refer to School Admin
9	Substituting for another teacher	\$50	PERIOD	Refer to School Admin
10	Edge Coaching-Mentoring	\$35	HOUR	Refer to School Admin
11	Providing PD/Workshop	\$50	HOUR	Refer to School Admin
12	School Camp-Trip-Only for Overnight Trips	\$200	DAY	Refer to School Admin
13	SAT/ACT or College Prep Boot Camp	\$30	HOUR	Refer to School Admin
14	Assisting enrollment recruitment event, orientation meeting, open houses	\$50	HOUR	Refer to School Admin
15	Saturday/Sunday Community Activity (STEAM EXPO, Festivals or similar events)	\$150	EVENT	Refer to School Admin
16	Assisting Saturday or Summer New student Testing Proctor	\$35	HOUR	Refer to School Admin
17	Extra Tutoring Sessions	\$30	HOUR	Refer to School Admin
18	Attending PDs stipend (weekends, holidays, and summer; outside of work days)-Max 4 Days	\$150	DAY	Refer to School Admin
19	Attending Trainings Outside Class Hours (such as Infinite Campus)	\$30	HOUR	Refer to School Admin
20	Sustained Silent Reading (SSR) Period & Advisory Period Coverage	\$35	PERIOD	Refer to School Admin
21	High School Seasonal Sports Coach (per sport)	\$2,500	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sport assigned. Contribute to education

				program as a whole and to growth of students involved in athletics. Duties will include: knowledge of CIF rules and protocols, manage and supervise athletic activities and contest, monitor and enforce student eligibility criteria, collaboration with administration and athletic director to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
22	Middle School or Elementary School Seasonal Sports Coach (per sport)	\$2,000	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sport assigned. Contribute to education program as a whole and to growth of students involved in athletics. Duties will include: knowledge of league rules and protocols, manage and supervise athletic activities and contest, monitor and enforce student eligibility criteria, collaboration with administration to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
23	Assistant coach HS (per sport)	\$1,500	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and manage other aspects related to the assigned sport.
24	Assistant coach MS/ES (per sport)	\$1,000	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and manage other aspects related to the assigned sport.
25	Referee assignment	\$40	GAME	In case we can't locate a referee and one of our team members conduct this duty during the game
26	Dual enrollment college co-teacher after hours	\$1,500	Course	The co-teacher will work with students who are enrolled in college courses outside of the regular school day to follow up on student attendance, work submission, logistical support for students and will serve as the liaison between the professor and the students. The co-teacher will also attend all synchronous course sessions taught by college professors as well as provide at least 1 additional hour of support per week to students outside of the professor's synchronous sessions to support students. Further, the co-teacher will follow up with the professor, students, parents and school administration to provide targeted interventions to support students who are struggling with academics and attendance matters. This stipend is paid for each 1 college course of support.
27	Targeted Intervention	\$50.00	Hourly	After reviewing data (NWEA, SBAC etc) a certificated teacher will host a small group (no more than 10 students) of intervention outside of the classroom time. Pre and Post data will be required to measure specific student growth during the intervention. The teacher will be required to send parents notification letters to invite them to the intervention groups for at least 6 weeks. The intervention must occur at least 2-3 times per week and for increments of 4-8 weeks in length.

### **NARRATIVE**

- 1) For additional duties assigned on an annual basis, the coefficient is \$1,000 per add-on point. The pay for additional duties assigned on a one-time basis may be per hour, per day, per event, or another increment selected by the School. One-time assignments are not limited to one-time use and may be elected as needed throughout the school year.
- 2) Additional duties for employees will be assigned add-on points or pay as indicated in the respective tables. These duties have to be approved by the school administration, and for annual assignments by the school administration and the Home Office, prior to the duties being performed.
- 3) Pay for additional duties is not part of an employee's base salary; it represents earnings on top of the base employee salary designated for the extra duties performed.
- 4) Payment for additional duties will be made during and only for the fiscal year in which the duties are performed. Depending on the duties, this amount can be prorated across all paychecks for the work year (annual assignments) or paid in the pay period in which the work was performed (one-time assignments).
- 5) Final decision for any add-on points or one-time pay will be made by the school administration and the Home Office.

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	<b>5/12/14</b>	Initial Release	David Yilmaz
1	<b>3/10/16</b>	The difference in pay between teachers teaching different subjects is removed; one percent is added to base pay (excluding benefits).	Terri Boatman
2	<b>3/8/17</b>	Additional duties and corresponding add-on points are revised by the Home Office.	Orielle Revish
3	<b>3/8/18</b>	Edited to reflect new base school salaries and language for employee evaluation ratings. Prior and total experience caps, prior experience pay, and available performance pay amounts are revised. Added details for performance pay.  Included position points for non-classroom-based academic positions. Also added language for signing bonus, waiver, and rounding semi-monthly salary to the next whole dollar amount.	David Yilmaz
4	<b>3/21/19</b>	Base school salary increased from \$46,600 to \$50,000 for MSA-1 through MSA-8 and from \$46,600 to \$48,000 for MSA-Santa Ana and MSA-San Diego.	Suat Acar
5	<b>05/27/20</b>	Base school salary increased from \$50,000 to \$52,000 for MSA-1 through MSA-8 and from \$48,000 to \$50,000 for MSA-Santa Ana and MSA-San Diego	Suat Acar
6	<b>06/03/21</b>	Base school salary increased from \$48,000 to \$49,000 for MSA- Santa Ana and MSA-San Diego and the \$52,000 base school salary for MSA-3 through MSA-8 is decreased to \$51,000 for 2021-22 school year. Position points for Education Specialist and Psychologist increased from 10 points to 15 points. A new position, School Social Worker is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar
7	<b>02/10/22</b>	Adding regular/virtual home visit one-time annual assignment to school leaders pay raise scale	Suat Acar

8	<b>04/06/22</b>	Base school salary increased to \$53,000 for MSA- Santa Ana and MSA-San Diego. Base school salary increased to \$57,000 for MSA-1-8. A new position, Athletic Director is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar
9	<b>06/08/22</b>	Base school salary increased to \$57,000 for MSA- Santa Ana and MSA-San Diego. New positions with three tiers, Alumni Success Coaches are added. Degree and Credential point(s) reflection to the agreement has been added.	Suat Acar
10	<b>10/13/22</b>	Instructional coach annual assignment is added. Saturday school one-time assignment has increased to \$70 per hour.	Suat Acar
<b>11</b>	<b>03/09/23</b>	Base school salary increased to \$59,000 for MSA-3, 4, 6, 7, Santa Ana and MSA-San Diego. Base school salary increased to \$61,000 for MSA-1, 2, 5, and 8.	<b>Suat Acar</b>





# **MPS EMPLOYEE PAY RAISE SCALE**

## **SCHOOL LEADER POSITIONS**

Last Amended: 03/09/23

MPS EMPLOYEE PAY RAISE SCALE (SCHOOL LEADER POSITIONS)

**SALARY CALCULATIONS**

**Components of Employee Pay**

School Level: School Leader Positions	
1.	<b>Base School Salary</b>
	+
2.	<b>Employee Qualifications Pay</b>
	+
3.	<b>Position Pay (where applicable)</b>
4.	<b>Employee Performance Pay</b>

→ Base Employee Salary

**Narrative:**

- 1) The MPS Board of Directors will work closely with the Home Office to review and update this Employee Pay Raise Scale and approve it at one of its meetings prior to the start of the fiscal year in which it applies.
- 2) This Board-approved pay raise scale will be in effect as of July 1, 2022 and until the Board approval of an updated scale. MPS reserves the right to modify this pay raise scale, as well as any policies affecting employee compensation, including but not limited to maintaining any pay raise scale at all.
- 3) This policy replaces and overrides any previous pay/bonus policy.
- 4) This pay raise scale applies to all full-time school leaders, i.e., principals, APs, and deans.
- 5) Pay for school leader positions has four major components: base school salary, employee qualifications pay, position pay, and employee performance pay. Base school salary, employee qualifications pay, and position pay make up the base employee salary. Employee Performance Pay is a variable pay based on employee's performance rating and is not part of the base employee salary.
- 6) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the school year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the school year, or for part-time, temporary, or seasonal employees. Performance pay is **NOT** part of the employee's base salary and will be paid separately in a **one-time lump-sum amount** in June simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)
- 7) The following salary bands will be applied to school leader positions:

Assistant Principal/Dean      Minimum: \$80,000

## Principal

Minimum: \$100,000

If the pay raise calculations for a school leader result in an amount either below the band minimum or above the band maximum, the minimum or the maximum amounts will be applied respectively.

8) Employees will be able to update their degree or credential during the new work year, and these updated qualifications will be used in prorated salary calculations as of the date of submission. The employee will not be eligible to receive retroactive pay for any period before they reported the degree or credential to MPS and provided satisfactory documentation of the same

9) MPS pays semi-monthly salaries in whole dollar amounts; therefore, any semi-monthly salary that is not in whole dollar amount will be rounded up to the next whole dollar amount and the annual pay amount will be adjusted accordingly.

10) For employment-based visa holders, proposed salary based on scale cannot be under the prevailing wages as determined by the DOL.

11) A one-time signing bonus may be provided to new employees for hard-to-fill positions upon approval by the CEO on a case by case basis. Such bonus shall be paid at the end of the school year. Signing bonuses are contingent upon the employee completing at least one

(1) year of service and any employee who fails to do so must return the signing bonus to the School.

12) The pay raise scale limitations/caps may be waived to increase base pay in unique situations with approval from the CEO that the waiver is financially sound, academically necessary, and consistent with MPS' commitment to equal opportunities for all staff without regard to race, color, religion, sex (including pregnancy, gender identity, and sexual orientation), national origin, age (40 or older), disability or genetic information, and all other bases as described by the EEOC. (See the Employee Handbook for details.)

13) Whether identified or not in this scale, the Home Office will make the final determination regarding salary calculations for any employee at any position and has the authority to make any revisions based on changing budget conditions.

**1) BASE SCHOOL SALARY**

<b>Base School Salary</b>		
<b><u>Location</u></b>	<b><u>School</u></b>	<b><u>Base</u></b>
Los Angeles County (Reseda)	MSA-1	\$61,000
Los Angeles County (Van Nuys)	MSA-2	\$61,000
Los Angeles County (Carson)	MSA-3	\$59,000
Los Angeles County (Los Angeles)	MSA-4	\$59,000
Los Angeles County (Reseda)	MSA-5	\$61,000
Los Angeles County (Los Angeles)	MSA-6	\$59,000
Los Angeles County (Northridge)	MSA-7	\$59,000
Los Angeles County (Bell)	MSA-Bell	\$61,000
San Diego County (San Diego)	MSA-San Diego	\$59,000
Orange County (Santa Ana)	MSA-Santa Ana	\$59,000

**Narrative:**

- 1) The Base School Salary for each school is determined based on the specific school budget, size, and challenge, as well as the cost of living at the school location.
- 2) Based on the above parameters, the Board may adjust any elements of compensation including the Base School Salaries each year.

**2) EMPLOYEE QUALIFICATIONS PAY**

<b>Qualifications</b>				
<b>Field #</b>	<b>Qualification</b>	<b>Coefficient</b>	<b>Points</b>	<b>Max</b>
1	Degree	\$1,015	1 or 3. See notes.	3
2	Credential	\$1,015	1 or 2. See notes.	2
3	Prior Experience (Other)	\$1,015	1 for each year up to 15	15
4	Prior Experience (AP/Dean)	\$1,015	1 for each year up to 15	15
5	Prior Experience (Principal)	\$1,015	1 for each year up to 15	15
6	MPS Experience (Other)	\$1,015	1 for each year	N/A
7	MPS Experience (AP/Dean)	\$1,015	1 for each year	N/A
8	MPS Experience (Principal)	\$1,015	1 for each year	N/A

**Narrative:**

- 1) Degree: 1 point for master's degree; 3 points for doctoral degree. Points are non-cumulative; the highest degree will be considered. Any earned degree point(s) during the school year will be reflected in the agreement only until January 31<sup>st</sup>. After January 31<sup>st</sup>, all earned degree point(s) will be reflected in the next school year agreements.
- 2) Credential: 1 point for California Preliminary Administrative Services Credential; 2 points for California Clear Administrative Services Credential. Points are not added. Any earned credential point(s) during the school year will be reflected in the agreement only until January 31<sup>st</sup>. After January 31<sup>st</sup>, all earned credential point(s) will be reflected in the next school year agreements.
- 3) Prior Experience: Cap of 15 years will be applied for prior full-time school leader, teaching, and other related field work experience when the employee completed a full year of employment in the position. See the table above for coefficients. For prior experience that is more than 15 years, experience with higher coefficients will be prioritized, i.e., principal experience will be considered first, followed by AP/Dean experience and other related field work experience. Student teaching as part of the credentialing program does not count for experience. Employees need to verify their prior employment. Final decision will be made by the Home Office.
- 4) MPS Experience: Prior full-time, regular employment with MPS in the same or asimilar role. Each year of full-time employment with MPS shall count for 1 point if the employee worked at least 85% of the work year. Final decision will be made by the Home Office.
- 5) Qualifications pay is **NOT** an additional amount based on extra work. It is paid prorated over the course of the employee's work year and paid in the same amount for all employees in the position with the same qualifying points.

**3) POSITION PAY**

Position Points				
Assistant Principal	30			
Dean	25			
Principal	School Enrollment:			
Grade Span:	0-199	200-399	400-599	600+
K-5 or 6-8	30	35	40	45
K-8, 9-12 or 6-12	35	40	45	50
K-12	40	45	50	55



<b>Narrative:</b>
<p>1) Position: See the table above for points for each position. Principal’s position points will be based on the grade span of the school for the new work year and the school enrollment based on the P-2 report of the current year. Based on Census Day data of the new work year, i.e., first Wednesday of October, if an increase in enrollment requires an adjustment to the position points, updated position points will be used in prorated salary calculations as of November. Final decision will be made by the Home Office for extenuating circumstances.</p> <p>2) This is a component of Base Employee Salary as it is earned through the performance of the employee’s regular job duties and <b>NOT</b> an additional amount based on extra work. It is paid prorated over the course of the employee’s work year and paid in the same amount for all employees in the same position. Position pay is only separated to illustrate how pay is formed.</p>

**4 ) EMPLOYEE PERFORMANCE PAY**

<b>Available Performance Pay</b>	
School Leader Positions	\$2,000

<b>End-of-Year Overall Evaluation Ratings</b>	
<b>Rating</b>	<b>Earns % of Available Performance Pay</b>
4: Highly Effective (HE)	100%
3: Effective (E)	100%
2: Developing (D)	0
1: Ineffective (I)	0

**Narrative:**

- 1) The Home Office will develop a performance evaluation system where employees will earn annual performance points out of 100.
- 2) Employees who receive a “3: Effective (E)” and a “4: Highly Effective (HE)” rating on their end-of-year overall evaluation will earn 100% of the available performance pay. Those who receive a rating of 2 or 1 will be ineligible for performance pay. Available performance pay will be a maximum of \$2,000 for school leader positions.
- 3) Performance pay may be awarded to regular, full-time employees based on the employee meeting performance metrics during the work year. Only those regular, full-time employees who have worked at least 85% of the workdays between the start of the school year and May 15 may be eligible for performance pay. No performance pay will be given in the case of voluntary or involuntary termination before the end of the work year, or for part-time, temporary, or seasonal employees.
- 4) Performance pay is **NOT** part of the employee’s base salary and will be paid separately in a **one-time lump-sum amount** on the June 20<sup>th</sup> payroll simultaneous with the end of the school year and reported in the same school year in which the performance pay was earned. (See "Employee Performance" for details.)
- 5) MPS believes in use of data in determining employee performance. As explained in detail in MPS’ board-approved employee evaluation protocols, survey and student assessment data as well as supervisor’s evaluation of the employee on California Professional Standards for Educational Leaders (CPSEL) are used in school leader evaluations.

<b>MPS Board Approved Additional Duties-One Time Assignment for the 2022-23 School Year</b>			
<b>Additional Duties of School Admin – One-Time Assignment</b>			
	<b>COMPONENT NAME</b>	<b>DOLLAR AMOUNT</b>	<b>PER</b>
1	Saturday School	\$70	HOURLY
2	Home Visit Program	\$50	VISIT
3	Virtual Home Visit	\$25	VISIT
4	Admin Teaching in Class (Covering for an absent teacher is excluded)	\$50	PERIOD
5	School Camp-Trip-Only for Overnight Trips Admin Support	\$200	DAY
6	Weekend Events Administrative Support. Supporting school events in regards to athletic, promotional activities. Eligibility threshold starts after providing 10 hours first. Hours after 10 hours will be honored to the staff. Max 25 hours a year.	\$50	HOURLY
7	Opening/facilitating the MPS Board of Director meetings	\$70	UP TO 1 HOUR
8	Opening/facilitating the MPS Board of Director meetings	\$210	1- 3 HOURS
9	Opening/facilitating the MPS Board of Director meetings	\$350	3 PLUS HOURS

**Revision History:**

<b>Revision</b>	<b>Date</b>	<b>Description of changes</b>	<b>Requested By</b>
0	<b>5/12/14</b>	Initial Release	David Yilmaz
1	<b>3/25/15</b>	One percent is added to base pay (excluding benefits); base school salaries and coefficients for employee qualifications are revised.	Oswaldo Diaz
2	<b>5/12/16</b>	Salary bands are introduced.	Terri Boatman
3	<b>3/8/18</b>	Edited to reflect new base school salaries and language for employee evaluation ratings. The band maximums, coefficients for employee qualifications, and available performance pay amounts are revised; school enrollment is made a factor in principal position points. Added details for performance pay. Also added language for signing bonus, waiver, and rounding semi-monthly salary to the next whole dollar amount.	David Yilmaz
4	<b>3/21/19</b>	-Base school salary increased from \$46,600 to \$50,000 for MSA-1 through MSA-8 and from \$46,600 to \$48,000 for MSA-Santa Ana and MSA-San Diego.  -Position points for Assistant Principal/Dean under the "Employee Qualifications Pay" increased from 15 points to 20 points. (Proposed separately in Board Agenda Item III. C)	Suat Acar
5	<b>05/27/20</b>	-Base school salary increased from \$50,000 to \$52,000 for MSA-1 through MSA-8 and from \$48,000 to \$50,000	Suat Acar
6	<b>06/03/21</b>	Base school salary increased from \$48,000 to \$49,000 for MSA- Santa Ana and MSA-San Diego and the \$52,000 base school salary for MSA-3 through MSA-8 is decreased to \$51,000 for 2021-22 school year. Added clarifying details for one-time signing bonus.	Suat Acar

7	<b>02/10/22</b>	Adding regular/virtual home visit one-time annual assignment to school leaders pay raise scale	Suat Acar
8	<b>04/06/22</b>	Base school salary increased to \$53,000 for MSA-Santa Ana and MSA-San Diego. Base school salary increased to \$57,000 for MSA-1-8. A new position, Athletic Director is added. Minor changes/details were added throughout the pay raise scale for clarifying purposes. Updated the annual assignment and one-time assignment lists.	Suat Acar
9	<b>06/08/22</b>	Base school salary increased to \$57,000 for MSA- Santa Ana and MSA-San Diego. Degree and Credential point(s) reflection to the agreement has been added.	Suat Acar
10	<b>10/13/22</b>	Clarifying language added to one-time annual assignment for Admin Teaching in Class (Covering for an absent teacher is excluded). Saturday school one-time assignment has increased to \$70 per hour.	Suat Acar
<b>11</b>	<b>03/09/23</b>	Base school salary increased to \$59,000 for MSA-3, 4, 6, 7, Santa Ana and MSA-San Diego. Base school salary increased to \$61,000 for MSA-1, 2, 5, and 8. The position point for Assistant Principal increased from 25 to 30. Updated the one-time assignment list	Suat Acar

2023-24 TEACHERS, NON-CLASSROOM BASED ACADEMIC PERSONNEL SALARY SCALES' COMPARISON OF SEVERAL SCHOOL DISTRICTS					
<b>School Information</b>	<b>School Name</b>	Magnolia Public Schools	Partnerships to Uplift Communities (PUC)	Bright Star Schools	LAUSD
	<b>Location</b>	Southern California	Los Angeles Area	Los Angeles Areas	Los Angeles County
	<b>Capacity</b>	10 Schools	11 Schools	10 Schools	Over 1000 Schools
	<b>School Days</b>	192/205	Public information not available	-Upto 200 (Returning Teachers) -Upto 205 (New Teachers)	180
	<b>Working Months</b>	11	10	10	
<b>Salary</b>	<b>Starting Salary</b>	\$59,000 & \$61,000	-\$55,000 (with permits) -\$60,000 (with credentials) *2022-23 base	\$61,276 (with one year experience)	\$56,107
	<b>Increase Per Year Experience</b>	\$1,015	-1 point = 1 semester unit. To convert quarter units to semester units, divide by 1.5	Average of 2.7% per year	A salary point is a unit of measure used by the District to determine placement or advancement on the salary table. A salary point is equivalent to one semester unit or 1.5 quarter units. A semester unit, as determined by the University of California, requires a minimum of 15 contact hours with an instructor and 30 hours of outside preparation.

	<b>Employee Qualifications</b>	-Clear Teach Cred: \$1,015 -Masters: \$1,015 -PhD: \$3,045 -Nat'l Board Cert: \$2,030	-Masters: \$584 -PhD: \$1,168	Public information not available	-Masters: \$584 -PhD: \$1,168 - National Board Certification an additional 15% salary compensation
	<b>Annual/OneTime Assignments</b>	Annual and 1 time stipends available	Public information not available	Stipends are available	Public information not available
<b>Additional Benefits</b>	<b>Retirement Plans</b>	CALSTRS	Public information not available	CALSTRS	CALSTRS 403(b) 457(b)
	<b>Health Benefits</b>	- Health, dental, vision (Full coverage of employee and family members upto the age of 26) - Long and short term disability - Basic life and AD&D - Employee Assistance Program and Will Preparation - Travel Assistance and Hearing Discount - Medical stipend: \$150/month if decline all benefits	Public information not available	Contributes \$5,000-\$14,000 for employee health benefits Employees are 100% covered by Bright Star Schools under the Vivity HMO, Dental, and Vision plans. Employee will be responsible for premiums under the PPO and HDHP-PPO plans and for any dependents added to insurance plan(s)	-Active employees and retirees enrolled in VSP Vision Care have access to supplemental coverage for urgent and medical eye care. -The Anthem Medicare Preferred (PPO) medical plan is available to retirees and their dependents who are over the age of 65 with Medicare Parts A and B. -Medical stipend: \$1,000 /year if decline all benefits
	<b>Paid Time Off</b>	-2 Floating Days -5 Bereavement Days (Paid) -10 Sick/Personal Days - Paid Federal/State Holidays -1 Week Thanksgiving Break -3 Weeks Winter Break -1 Week Spring Break	Public information not available	-7 Sick Days (56 hours) -3 Vacation Days (24 hours) -1 Week Fall Break -2 Weeks Winter Break -1 Week Spring Break -Summer Break -12 Holidays	Public information not available

<b>Tuition Reimbursement</b>	Yes	Public information not available	Public information not available	Public information not available
<b>Professional Development</b>	Yes	Yes	Public information not available	Public information not available
<b>Other</b>	-SchoolsFirst Federal Credit Union -Summer Holdback Program -Additional Voluntary Life Insurance	Public information not available	-SchoolsFirst Federal Credit Union -Financial products & services for school employees -Summer Saver Account for school employees -Pet Care Plans -Pet Insurance & veterinary savings program	Public information not available





2022-2023 Salaries for Teachers with Credentials (T) 10 months (8 hours)

STEP

Schedule Number (Req. Pts.)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
20 (Minimum)	60,000	61,200	62,424	63,672	65,264	66,570	67,901	69,259	70,644	72,057	73,498	74,968	76,468	77,997	79,557					
21 (+ 14 points)	60,500	61,710	63,253	64,518	66,131	67,784	69,140	70,522	71,933	73,372	74,839	76,336	77,863	79,420	81,405					
22 (+ 28 points)	61,250	62,781	64,351	65,960	67,938	69,297	70,683	72,450	73,899	75,008	76,133	77,275	78,434	80,003	81,203					
23 (+ 42 points)	61,750	62,985	64,560	66,174	68,159	69,999	71,889	74,046	75,897	77,794	79,350	80,937	82,556	84,207	85,891	87,180	88,487	89,815	91,162	92,985
24 (+ 56 points)	62,250	63,495	65,400	66,708	68,376	70,427	72,540	74,498	76,510	78,805	80,775	82,794	84,864	86,986	88,726	90,500	92,310	94,156	96,039	97,960
25 (+ 70 points)	62,750	64,319	66,055	67,839	69,874	71,970	73,913	75,909	77,959	80,297	82,305	84,362	86,472	88,633	91,292	93,118	94,981	96,880	98,818	100,794
26 (+ 84 points)	63,250	65,021	67,102	69,115	71,188	73,324	75,524	77,789	80,123	82,527	85,002	87,297	89,480	92,164	95,114	97,491	99,929	101,927	103,966	106,045
27 (+ 98 points)	64,000	65,920	67,898	69,935	72,033	74,194	76,568	79,248	81,784	85,055	88,032	91,113	93,846	96,662	99,755	101,750	103,785	105,861	107,978	110,137

Schedule Number (Req. Pts.)	21	22	23	24	25	26	27	28	29	30
27 (+ 98 points)	111,239	112,351	113,475	114,609	115,756	116,913	118,082	119,263	120,456	121,660

**Points:** 1 point = 1 semester unit. To convert quarter units to semester units, divide by 1.5  
**Step:** Each step is a full year of teaching. Teacher must have been the teacher on record for at least 60% of the school year. No substitute teaching or long term substitute teaching will qualify.



2022-2023 Salaries for Teachers with Permits (L) 10 months (8 hours)

STEP

Schedule Number (Req. Pts.)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
20 (Minimum)	55,000	56,100	57,222	58,366	59,826	61,022	62,243	63,487	64,757	66,052	67,373	68,721	70,095	71,497	72,927					
21 (+ 14 points)	55,500	56,610	58,025	59,186	60,665	62,182	63,426	64,694	65,988	67,308	68,654	70,027	71,428	72,856	74,678					
22 (+ 28 points)	56,250	57,656	59,098	60,575	62,392	63,640	64,913	66,536	67,867	68,885	69,918	70,967	72,031	73,472	74,574					
23 (+ 42 points)	56,750	57,885	59,332	60,815	62,640	64,331	66,068	68,050	69,751	71,495	72,925	74,384	75,871	77,389	78,936	80,121	81,322	82,542	83,780	85,456
24 (+ 56 points)	57,250	58,395	60,147	61,350	62,884	64,770	66,713	68,514	70,364	72,475	74,287	76,144	78,048	79,999	81,599	83,231	84,896	86,594	88,325	90,092
25 (+ 70 points)	57,750	59,194	60,792	62,433	64,306	66,236	68,024	69,861	71,747	73,899	75,747	77,640	79,581	81,571	84,018	85,698	87,412	89,161	90,944	92,763
26 (+ 84 points)	58,500	60,138	62,062	63,924	65,842	67,817	69,852	71,947	74,106	76,329	78,619	80,742	82,760	85,243	87,971	90,170	92,424	94,273	96,158	98,081
27 (+ 98 points)	60,500	62,315	64,184	66,110	68,093	70,136	72,240	74,407	76,640	78,939	81,307	84,153	86,677	89,278	91,956	93,795	95,671	97,584	99,536	101,527

**Points:** 1 point = 1 semester unit. To convert quarter units to semester units, divide by 1.5  
**Step:** Each step is a full year of teaching. Teacher must have been the teacher on record for at least 60% of the school year. No substitute teaching or long term substitute teaching will qualify.



## 2022-2023 Salaries for Teachers with Credentials (T) & Teachers with Permits (L)

The table provides teachers with annual salaries from the Salaries for Teachers with credentials Table (T) (i.e. Intern, Preliminary, or Clear), & for Teachers with Permits Table (L), which applies to employees holding credentials and a bachelor's degree, or possession of certain vocational or industrial arts credentials (minimum requirement).

Salary Point:	A salary point is a unit of measure used by PUC Schools to determine placement/advancement on the salary table. A salary point is equivalent to one semester unit or 1.5 quarter units. A semester unit, as determined by the University of California, requires a minimum of 15 contact hours with an instructor and 30 hours of outside preparation. For salary schedule 20-26, the salary scale caps at year 20. To advance to year 21, you must have 98+ salary points.
Step:	Each step is a full year of teaching. Teacher must have been the teacher on record for at least 60% of the school year. No substitute teaching or long-term substitute teaching will qualify.
Scale:	T Scale is for teachers with an Internship, Preliminary or a Clear credential and L Scale is for teachers with Permits.
Master's Degree:	\$584 annually. Degree must have been awarded by a regionally accredited university.
OR	
Doctorate Degree:	\$1,168 annually. An employee with a master's degree and a doctor's or equivalent degree shall receive the doctor's differential only. Degree must have been awarded by a regionally accredited university.

**The annual rates shown, including degree differentials, are for full-time annual assignments.**

*Please contact the HR Department for any questions. Board approved on 05/10/2022*

# Bright Star Teacher Salary Schedule

## School Year 2023-24

Updated 7Nov2022



### Salary Schedule

Year	Base Salary
1	\$61,276
2	\$62,135
3	\$64,170
4	\$65,975
5	\$67,834
6	\$69,749
7	\$71,722
8	\$73,753
9	\$75,846
10	\$78,001
11	\$80,036
12	\$82,127
13	\$84,276
14	\$86,483
15	\$88,752
16	\$90,870
17	\$93,043
18	\$95,268
19	\$97,550
20	\$99,889

### Key Benefits

#### \$5,000-\$14,000

The range that Bright Star contributes annually for employee health benefits.

#### ~18%

The percentage of base salary that Bright Star contributes annually towards the **CALSTRs retirement plan**.\*

#### STIPENDS

Standard stipends can provide **additional compensation** for work performed in addition to normal responsibilities (see org-wide stipends offerings below).

\*This amount is set annually by the state and the percentage may vary slightly from year to year.

### Policies

- To be paid on the Teacher Salary Schedule, you must be a regular credentialed General Education or Inclusive Education teacher.
- The work year for returning teachers is up to 200 days and the work year for new teachers is up to 205 days.
- Teaching credit will be given for each full year (70%+) of full-time teaching experience at an accredited elementary, middle or high school, in grades TK-12. Credit for international teaching experience will be granted if international credential/license is proven to be equivalent to a California credential/license. Credit will not be awarded for student teaching or short term substitute teaching (Emergency 30 Day Permit) experience.
- New hires will be credited for all of their prior years (70%+) of full-time teaching experience and placed on the scale in the corresponding year.
- All Bright Star teachers moving outside of the scale in number of years served will receive a 2.5% annual salary adjustment to their prior year salary.

# Bright Star Counselor Salary Schedule

## School Year 2023-24

*Updated 7NOV2022*



### Salary Schedule

### Key Benefits

### Policies

Year	Base Salary
1	\$61,276
2	\$62,135
3	\$64,170
4	\$65,975
5	\$67,834
6	\$69,749
7	\$71,722
8	\$73,753
9	\$75,846
10	\$78,001
11	\$80,036
12	\$82,127
13	\$84,276
14	\$86,483
15	\$88,752
16	\$90,870
17	\$93,043
18	\$95,268
19	\$97,550
20	\$99,889

**\$5,000-\$14,000**  
 The range that Bright Star contributes annually for employee **health benefits**.

**~18%**  
 The percentage of base salary that Bright Star contributes annually towards the **CALSTRs retirement plan**.\*

**STIPENDS**  
 Standard stipends can provide **additional compensation** for work performed in addition to normal responsibilities (see org-wide stipends offerings below).

\*This amount is set annually by the state and the percentage may vary slightly from year to year.

\*This amount is set annually by the state and the percentage may vary slightly from year to year.

- To be paid on the Counselor Salary Schedule, you must be a credentialed school counselor or enrolled in a program working towards your credential.
- The work year for returning counselors is up to 200 days and the work year for new counselors is up to 205 days.
- New hires will be credited for all of their prior years (70%+) of full time certificated school experience and placed on the scale in the corresponding year.
- All Bright Star counselors moving outside of the scale in number of years served will receive a 2.5% annual salary adjustment to their prior year salary.



**Los Angeles Unified School District**

**2022-2023 Salaries for Teachers with Regular Credentials (T) C Basis**

Preparation Salary (T) Table (Regular Credentials): 2022-2023 rates continue the 2021-2022 rates. This table applies only to employees holding regular credentials (i.e., non-emergency, non-intern) and a bachelor's degree, or possession of certain vocational or industrial arts credentials.

holding regular credentials (i.e., non-emergency, non-intern) and a bachelor's degree, or possession of certain vocational or industrial arts credentials:

Pay Scale Group (Req. Pts.)	Pay Scale Level									
	1	2	3	4	5	6	7	8	9	10
<b>20 (Minimum)</b>	\$56,107	\$56,174	\$56,772	\$57,370	\$57,436	\$57,530	\$59,178	\$60,560	\$62,647	\$64,428
<b>21 (+ 14 points)</b>	56,174	56,772	57,370	57,436	57,530	59,749	60,560	63,272	65,093	67,260
<b>22 (+ 28 points)</b>	56,772	56,838	57,436	57,530	59,484	61,797	63,883	65,744	67,632	70,755
<b>23 (+ 42 points)</b>	56,838	57,436	57,530	59,484	61,531	63,923	66,382	68,283	70,277	74,504
<b>24 (+ 56 points)</b>	57,436	57,530	59,484	61,531	63,923	66,422	68,974	70,955	73,387	78,133
<b>25 (+ 70 points)</b>	57,530	59,484	61,185	64,694	67,206	69,838	71,646	73,866	76,737	81,842
<b>26 (+ 84 points)</b>	59,749	61,478	63,272	67,273	69,892	72,630	74,451	77,043	80,100	85,470
<b>27 (+ 98 points)</b>	61,079	63,910	65,771	69,971	72,696	75,541	77,349	80,273	83,450	89,245

Additional Pay Scale Group	11	12	13	14
<b>(continued) 27 (+ 98 points)</b>	\$89,671	\$90,056	\$90,468	\$90,854

**Career Increments (CI)**

	First CI (C1)	Second CI (C2)	Third CI (C3)	Fourth CI (C4)
	\$92,236	\$92,940	\$95,400	\$97,008
<b>+ MA</b>	92,820	93,524	95,984	97,592
<b>+ DR</b>	93,404	94,108	96,568	98,176

**Los Angeles Unified School District****2022-2023 Salaries for Teachers with Regular Credentials (T) (Continued)**

This table provides teachers with annual salaries from the Preparation (T) Salary Table, which applies to employees holding regular credentials and a bachelor's degree, or possession of certain vocational or industrial arts credentials (minimum requirement).

Career Increment(s) (CI):	Employees paid on this table can earn a career increment for longevity of service with LAUSD. To qualify for the first career increment, the teacher must have been paid on the maximum Pay Scale Group (27) and Pay Scale Level (10-14) for five qualifying years. The two semester unit "recency" requirement is eliminated pursuant to the Memorandum of Understanding with UTLA adopted by the Board of Education on April 26, 2005.
Multicultural Requirement:	Subsequent to being initially placed on the salary schedule (rating-in), an employee must complete a minimum of two semester units or equivalent study to qualify for schedule advancement (Educational Code Sections 44560-44562).
Bilingual Differential:	New employees may be eligible for up to \$3,000 depending on the employee's qualifications, type of school assignment, services provided, and certification held.
National Board Certification:	The District pays probationary and permanent classroom teachers who hold National Board Certification an additional 15% salary compensation: 7½ % in recognition of their certification and 7½ % upon completion of 92 hours of professional duties outside the normal duties and hours.
Salary Point:	A salary point is a unit of measure used by the District to determine placement or advancement on the salary table. A salary point is equivalent to one semester unit or 1.5 quarter units. A semester unit, as determined by the University of California, requires a minimum of 15 contact hours with an instructor and 30 hours of outside preparation.
Master's Degree:	\$584 annually. Degree must have been awarded by a regionally accredited university.
Doctorate Degree:	\$1,168 annually. An employee with a master's degree and a doctor's or equivalent degree shall receive the doctor's differential only. Degree must have been awarded by a regionally accredited university.

The annual rates shown, including degree differentials and career increments, are for full-time annual assignments (6 hours or 8 hours).

Annual amounts are rounded to the nearest whole number. To obtain the actual annual amount multiply the respective basis monthly payment rate by 12 (page 1)

Refer to the District-UTLA Collective Bargaining Agreement, Articles XIV, XV, and Appendix E for rules and requirements regarding salary, including, but not limited to: rating-in, step/schedule placement and advancement, salary point credit, differentials, staff development, career increments, employee filing of required documents, etc.

# Coversheet

## Approval of MPS School Site Classified Employees' Pay Raise Schedule for 2023-24

**Section:** IV. Action Items  
**Item:** B. Approval of MPS School Site Classified Employees' Pay Raise  
Schedule for 2023-24  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
IV B\_MPS School Site Classified Employees' Pay Raise Schedule for 2023-24.pdf





Agenda Item:	IV B: Action Item
Date:	March 9, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “ <b>Board</b> ”)
From:	MPS Finance Committee
Staff Lead(s):	Suat Acar, Chief Operations Officer Steve Budhreja, Chief Financial Officer
RE:	MPS School Site Classified Employees’ Pay Raise Schedule for 2023-24

### **Proposed Board Motion**

I move that the Board approve the MPS school site classified employee's pay raise schedule for 2023-24 school year.

### **Introduction**

The Home Office plans to make the following increases to MPS classified employees (exempt and non-exempt)

Below Table 1 is the summary of the proposed raise schedule.

<b>SITES</b>	<b>PROPOSED INCREASE %</b>
MSA 1, MSA 2, MSA 5, MSA 8	8 percent
MSA 3, MSA 4, MSA 6, MSA SANTA ANA, MSA SAN DIEGO	6 percent

Additionally, classified employees will be eligible for one-time annual assignment duties. Based on the Appendix 1 document, in 2023-24 FY, classified exempt employees will be paid based on the respective indicated dollar amount per duty. Non-exempt classified employees will be paid based on their regular hourly rate of pay when performing such duties.

### **Background**

Every fiscal year (“FY”) MPS considers a fair rate of increase to the classified employee salaries. The home office analyzed the school budgets and worked with the school leadership teams to come up with the best raise schedules for each site.

### **Analysis**

The home office proposes an 8 percent increase for MSA 1, MSA 2, MSA 5, MSA 8 and a 6 percent increase to classified staff hourly rates for MSA 3, MSA 4, MSA 6, MSA 7, MSA Santa Ana and MSA San Diego.

### **Some key notes**

- Currently in this 2022-23 Fiscal Year, there are 140 classified employees working at MPS sites under this pay raise structure; 18 part-time, 122 full-time (52 employees are 11 month and 70 employees are 12 month employees)



- There are Part Time and Full Time employees working for MPS Sites. The FT employees can have 11 or 12 month agreements. The 11 month employees expect to get 22 pay periods, 48 weeks x 30 hours=1,440 hours in total in a fiscal year. The 12 month full time employees get 2,080 hours in a fiscal year.
- Chart 1 shows the current 2022-23 FY classified titles, number of employees with each title an average hourly rate for each title. There are 29 different classified job titles/positions within the current 2022-23 school year.
- Classified employee salary average was \$21.62 per hour in the 2020-21 fiscal year and it was \$23.00 in the 2021-22 fiscal year. In the current 2022-23 fiscal year the average classified salary is \$24.93/hr. We plan to make 6% or 8% increases to the salaries with this proposed raise schedule.

**Chart 1: Current 2022-23 FY Classified Titles and average rates**

Position	Count of Position	Average of Hourly Rate (\$)
Administrative Assistant	6	27.16
After School Coach & Instructor	4	23.09
After School Coordinator	1	21.20
After School Supervisor	2	19.52
ASES Coordinator	1	21.06
ASES Frontline Staff Member	3	18.15
Athletic Director/PBIS Coordinator	1	38.88
Before School Coordinator	1	29.00
Campus Aide	5	20.69
Campus Supervisor	3	22.36
Community Schools Coordinator	9	35.08
Custodian	14	19.20
Discipline Coordinator	3	32.75
Facility Manager	1	31.27
Instructional Aide and Campus Support	1	25.00
IT Manager	6	41.20
Librarian	1	26.70
Meal Server	2	17.25
Music Instructor	1	32.00
Office Administrator	2	24.19
Office Clerk	9	20.62
Office Manager	11	32.85
Office Secretary	1	28.62
PACE Coordinator	7	26.33
Paraprofessional	7	20.61
School Counselor	1	33.62
Social Worker	1	32.56
Sped Aide	24	21.66
Teacher Aide	12	20.21
<b>Grand Total/Average</b>	<b>140</b>	<b>24.93</b>



### **Budget Implications:**

Below chart 2 shows the impact of the increases on each site. For the sake of the analysis, the current 2022-23 FY classified annual budgeted amount for each site is multiplied by the rate of increases for each site. Four of ten schools are projected to receive an 8 percent increase, while 6 of 10 schools will receive a 6 percent increase. The projections are based on each school's operating budget.

**Chart 2: The Impact of these increases on each site's budget**

<b>SITE</b>	<b>INCREASE</b>	<b>IMPACT FOR 2023-24 BUDGET</b>
MSA 1	8%	\$ 104,956
MSA 2	8%	\$ 76,497
MSA 3	6%	\$ 44,852
MSA 4	6%	\$ 12,350
MSA 5	8%	\$ 39,703
MSA 6	6%	\$ 13,554
MSA 7	6%	\$ 41,212
MSA 8	8%	\$ 70,532
MSA SA	6%	\$ 51,369
MSA SD	6%	\$ 19,924

- Amounts/ Funding Source:
  - The salaries are budgeted under Payroll expenses.
  - Funding Sources – (LCFF, other State & Federal funds).

### **Exhibits (attachments):**

- Appendix 1: Annual 1 time add on assignments



## APPENDIX 1

MPS Board Approved Additional Duties-One Time Assignment for the 2023-24 School Year				
Additional Duties – One-Time Assignment				
	COMPONENT NAME	DOLLAR AMOUNT	PER	DESCRIPTION
* Hourly staff will not be paid according to the below rates but will be paid with respect to their hourly rates to the extent their job duties encompass any of the duties below.				
1	Home Visit Program	\$50	VISIT	Refer to Home Visit Policy
2	Virtual Home Visit	\$25	VISIT	Refer to Home Visit Policy
3	Saturday School	\$50	HOUR	Refer to School Admin
4	Parent Academy Coordinator	\$50	HOUR	Refer to School Admin
5	Parent Academy Teacher	\$50	HOUR	Refer to School Admin
6	After School Coordinator	\$30	HOUR	Refer to School Admin
7	After School Support	\$30	HOUR	Refer to School Admin
8	Zero Period Assistance	\$30	HOUR	Refer to School Admin
9	Substituting for another teacher	\$50	PERIOD	Refer to School Admin
10	Edge Coaching-Mentoring	\$35	HOUR	Refer to School Admin
11	Providing PD/Workshop	\$50	HOUR	Refer to School Admin
12	School Camp-Trip-Only for Overnight Trips	\$200	DAY	Refer to School Admin
13	SAT/ACT or College Prep Boot Camp	\$30	HOUR	Refer to School Admin
14	Assisting enrollment recruitment event, orientation meeting, open houses	\$50	HOUR	Refer to School Admin
15	Saturday/Sunday Community Activity (STEAM EXPO, Festivals or similar events)	\$150	EVENT	Refer to School Admin
16	Assisting Saturday or Summer New student Testing Proctor	\$35	HOUR	Refer to School Admin
17	Extra Tutoring Sessions	\$30	HOUR	Refer to School Admin
18	Attending PDs stipend (weekends, holidays, and summer; outside of work days)-Max 4 Days	\$150	DAY	Refer to School Admin
19	Attending Trainings Outside Class Hours (such as Infinite Campus)	\$30	HOUR	Refer to School Admin
20	Sustained Silent Reading (SSR) Period & Advisory Period Coverage	\$35	PERIOD	Refer to School Admin



21	High School Seasonal Sports Coach (per sport)	\$2,500	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sports assigned. Contribute to the education program as a whole and to the growth of students involved in athletics. Duties will include: knowledge of CIF rules and protocols, manage and supervise athletic activities and contests, monitor and enforce student eligibility criteria, collaboration with administration and athletic director to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
22	Middle School or Elementary School Seasonal Sports Coach (per sport)	\$2,000	Season	Athletic coaches provide instruction and coach students to develop skills and ability to excel in sports assigned. Contribute to the education program as a whole and to the growth of students involved in athletics. Duties will include: knowledge of league rules and protocols, manage and supervise athletic activities and contests, monitor and enforce student eligibility criteria, collaboration with administration to schedule and coordinate competition, maintain inventory of all fixed assets, and manage other aspects related to the assigned sport.
24	Assistant coach HS (per sport)	\$1,500	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and managing other aspects related to the assigned sport.
25	Assistant coach MS/ES (per sport)	\$1,000	Season	The assistant coach duties include assisting the head coach in all aspects of planning and supervision of team practices and games, team strength/conditioning programs, game scheduling, assisting with team eligibility processes, budget management, and managing other aspects related to the assigned sport.
26	Referee assignment	\$40	GAME	In case we can't locate a referee and one of our team members conduct this duty during the game



27	Dual enrollment college co-teacher after hours	\$1,500	Course	<p>The co-teacher will work with students who are enrolled in college courses outside of the regular school day to follow up on student attendance, work submission, logistical support for students and will serve as the liaison between the professor and the students. The co-teacher will also attend all synchronous course sessions taught by college professors as well as provide at least 1 additional hour of support per week to students outside of the professor's synchronous sessions to support students. Further, the co-teacher will follow up with the professor, students, parents and school administration to provide targeted interventions to support students who are struggling with academics and attendance matters. This stipend is paid for each 1 college course of support.</p>
28	Targeted Intervention	\$50.00	Hourly	<p>After reviewing data (NWEA, SBAC etc) a certificated teacher will host a small group (no more than 10 students) of intervention outside of the classroom time. Pre and Post data will be required to measure specific student growth during the intervention. The teacher will be required to send parents notification letters to invite them to the intervention groups for at least 6 weeks. The intervention must occur at least 2-3 times per week and for increments of 4-8 weeks in length.</p>



# Coversheet

## Approval of Second Interim Reports for the 2022-23 Fiscal Year

**Section:** IV. Action Items  
**Item:** C. Approval of Second Interim Reports for the 2022-23 Fiscal Year  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** IV C\_Updated Second Interim Reports for the 2022-23 fiscal year.pdf





Agenda Item:	IV C: Action Item
Date:	March 9, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	MPS Finance Committee
Staff Lead(s):	Steve Budhraj Ed.D, Chief Financial Officer
RE:	Approval of Second Interim Reports for the 2022-23 Fiscal Year

**Action Proposed:**

I move that the Board approve the second interim reports for FY 2022-23 as the most updated revised budget for the 2022-23 fiscal year.

**Background:**

Local Education Agencies (LEAs) are required to file two interim reports during the fiscal year as an update of their financial condition under Education Code (EC) Sections 35035(g), 42130 and 42131. The Second Interim Report represents actuals data from July 1, through January 31, for the 2022-23 fiscal year.

**Budget Implications:**

Budget adjustments include updated revenues and expenditures for the current fiscal year based on the most current information available. Based on the updated information provided in the 2022-23 Second Interim Reports, all MPS Schools should be able to meet their financial obligations for the 2022-23 fiscal year.

**Exhibits:**

- 2022-23 Second Interim Budget Presentation..... Pg.2
- 2022-23 First Interim Budget By Site..... Pg.8
- 2023-24 Budget Planning..... Pg.96



# 2022-23 Second Interim Budget

March 9, 2023  
Board Meeting

# Executive Summary

Magnolia Public School's 2022-23 Second Interim Budget update includes projected surplus of \$1.2 million and a year-end fund balance of \$46.9 million.

Based on the latest budget changes, including adjustments to expenditures changes since the original budget was approved as noted below:

- **Average Daily Attendance of 3,305 which is an overall drop of 107 ADA from First Interim Budget projections**
- **Revenues of \$75.7 million, a decrease of \$3.3 million from First Interim Budget projections**
- **Expenditures of \$74.5 million, a decrease of \$345k from the First Interim Budget projections**
- **Net Operating Surplus of \$1.2 million, however this amount does *not* include approximately \$2.9 million worth of Hold Harmless revenues we are expected receive later this year**

MPS's overall cash position remains solid with a projected ending balance of \$33.5 million, representing 164 days of cash on hand.

	First Interim Budget	Year-to-Date Actuals	Second Interim Budget	Change from Prior Period	Reasons For Variance
<b>MSA - Consolidated</b>					
Projected Average Daily Attendance	3,412		3,305	107	
<b>Revenues</b>					
LCFF Entitlement	46,368,153	22,889,035	44,530,436	1,837,717	Decrease in Enrollment/ADA
Federal Revenues	5,446,701	1,417,610	5,566,156	(119,455)	
Other State Revenues	19,178,760	8,620,516	17,515,963	1,662,796	Hold Harmless ADA revenue recognized in 21-22
Other Local Revenues	8,055,894	4,185,811	8,099,949	(44,055)	
<b>Total Revenues</b>	<b>79,049,508</b>	<b>37,112,972</b>	<b>75,712,505</b>	<b>3,337,003</b>	
<b>Expenditures</b>					
Salaries & Benefits	45,379,033	23,028,044	44,757,031	622,002	
Books and Supplies	3,171,745	2,110,667	3,441,576	(269,832)	
Services and Operating Exp.	23,531,889	11,065,398	23,538,518	(6,629)	
Depreciation & Cap Outlay	2,220,154	968,088	2,220,154	-	
Other Outflows	556,517	312,447	556,517	-	
<b>Total Expenditures</b>	<b>74,859,338</b>	<b>37,484,644</b>	<b>74,513,797</b>	<b>345,541</b>	
<b>Net Revenues</b>	<b>4,190,170</b>	<b>(371,672)</b>	<b>1,198,708</b>	<b>2,991,462</b>	
Beginning Balance	45,784,870		45,784,870		
Net Revenues	4,190,170		1,198,708		
<b>Ending Balance</b>	<b>49,975,040</b>		<b>46,983,578</b>		
<b>Ending Bal. as % of Exp.:</b>	<b>66.8%</b>		<b>63.1%</b>		



## 2022-23 Second Interim Budget - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
<b>Enrollment</b>	693	507	375	105	234	91	264	385	496	419		3,569
<b>Attendance (P-2 ADA)</b>	647	473	340	94	212	84	243	357	467	387		3,305
<b>Revenue</b>												
LCFF Entitlement	9,277,722	6,631,360	4,557,191	1,479,374	3,079,032	1,104,514	3,223,803	4,645,263	6,559,159	3,973,018	-	44,530,436
Federal Revenue	1,369,775	969,239	212,995	160,658	478,840	205,552	377,128	1,000,122	599,213	192,634	-	5,566,156
Other State Revenues	2,983,395	1,619,132	2,148,553	660,420	1,195,751	592,744	1,998,657	1,826,410	3,135,030	1,355,871	-	17,515,963
Other Local Revenues	315,718	78,117	26,069	103,901	29,714	95,518	262,086	373,216	111,674	70,001	6,633,935	8,099,949
<b>Total Revenue</b>	<b>13,946,611</b>	<b>9,297,849</b>	<b>6,944,808</b>	<b>2,404,353</b>	<b>4,783,338</b>	<b>1,998,328</b>	<b>5,861,674</b>	<b>7,845,011</b>	<b>10,405,076</b>	<b>5,591,524</b>	<b>6,633,935</b>	<b>75,712,505</b>
<b>Expenses</b>												
Certificated Salaries	3,936,799	2,706,787	2,678,630	1,045,383	1,658,423	842,429	1,583,196	2,403,307	3,635,244	2,068,956	-	22,559,155
Classified Salaries	1,311,949	956,217	747,532	205,839	496,292	225,908	686,868	863,322	856,151	332,067	3,879,876	10,562,020
Benefits	1,825,086	1,291,048	1,272,594	455,049	793,705	367,197	739,703	1,116,930	1,622,819	844,314	1,307,412	11,635,856
Books and Supplies	756,387	517,872	279,641	80,237	210,382	105,196	217,332	564,964	437,751	188,565	83,250	3,441,576
Services and Operations	4,929,934	2,864,779	2,263,556	688,780	1,260,215	803,188	2,135,283	2,131,377	2,768,132	2,312,158	1,381,117	23,538,518
Depreciation / Cap Outlay	592,048	135,790	119,002	37,940	83,857	32,993	119,824	195,400	817,151	85,290	859	2,220,154
Other Outflows	15,000	-	-	-	-	-	-	-	538,517	3,000	-	556,517
<b>Total Expenses</b>	<b>13,367,203</b>	<b>8,472,493</b>	<b>7,360,954</b>	<b>2,513,229</b>	<b>4,502,873</b>	<b>2,376,910</b>	<b>5,482,206</b>	<b>7,275,300</b>	<b>10,675,766</b>	<b>5,834,349</b>	<b>6,652,514</b>	<b>74,513,797</b>
<b>Net Revenue</b>	<b>579,408</b>	<b>825,355</b>	<b>(416,146)</b>	<b>(108,876)</b>	<b>280,464</b>	<b>(378,582)</b>	<b>379,468</b>	<b>569,711</b>	<b>(270,690)</b>	<b>(242,826)</b>	<b>(18,579)</b>	<b>1,198,708</b>
<b>Fund Balance</b>												
Beginning Balance	9,528,476	3,805,042	2,646,594	1,349,017	3,694,602	2,440,121	2,614,648	6,432,843	9,513,550	1,369,113	2,390,863	45,784,870
Net Revenue	579,408	825,355	(416,146)	(108,876)	280,464	(378,582)	379,468	569,711	(270,690)	(242,826)	(18,579)	1,198,708
<b>Projected Ending Balance</b>	<b>10,107,884</b>	<b>4,630,397</b>	<b>2,230,448</b>	<b>1,240,141</b>	<b>3,975,066</b>	<b>2,061,539</b>	<b>2,994,116</b>	<b>7,002,554</b>	<b>9,242,860</b>	<b>1,126,287</b>	<b>2,372,284</b>	<b>46,983,578</b>
Ending Bal. as % of Exp.:	75.6%	54.7%	30.3%	49.3%	88.3%	86.7%	54.6%	96.3%	86.6%	19.3%	35.7%	63.1%

## 2022-23 - Second Interim Budget

### Enrollment and ADA Assumptions

MERF	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	TOTAL
<b>Demographic Information</b>											
Total Enrollment	693	507	375	105	234	91	264	385	496	419	3,569
# LCFF Unduplicated	604	454	255	98	218	87	226	329	431	164	2,866
LCFF Unduplicated Pupil %	87.2%	89.5%	68.0%	93.3%	93.2%	95.6%	85.6%	85.5%	86.9%	39.1%	80.3%
LCFF Undup % (3-Year):	88.7%	86.6%	81.5%	79.6%	81.0%	80.9%	78.0%	89.8%	87.5%	27.5%	
<b>ADA (P-2 Projected)</b>											
TK-3	-	-	-	-	-	-	158.02	-	119.57	-	277.59
4-6	97.05	98.03	29.91	-	23.54	32.38	84.52	93.78	112.04	116.47	687.72
7-8	224.90	182.05	110.59	-	76.04	51.81	-	263.69	79.09	270.85	1,259.02
9-12	324.75	193.26	199.43	94.29	112.24	-	-	-	156.29	-	1,080.26
<b>Total ADA</b>	<b>646.70</b>	<b>473.34</b>	<b>339.93</b>	<b>94.29</b>	<b>211.82</b>	<b>84.19</b>	<b>242.54</b>	<b>357.47</b>	<b>466.99</b>	<b>387.32</b>	<b>3,304.59</b>





# QUESTIONS & COMMENTS



## 2022-23 First Interim Budget - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
<b>Enrollment</b>	696	511	381	102	238	91	263	385	502	423		3,592
<b>Attendance (P-1 ADA Projection)</b>	661	485	362	97	226	86	250	366	477	402		3,412
<b>Revenue</b>												
LCFF Entitlement	9,557,995	6,714,645	5,082,307	1,540,328	3,289,356	1,116,998	3,343,269	4,788,062	6,744,512	4,190,681	-	46,368,153
Federal Revenue	1,366,803	965,842	206,725	158,171	505,512	203,387	519,912	664,320	672,130	183,899	-	5,446,701
Other State Revenues	3,121,633	1,632,832	2,740,387	795,180	1,809,549	1,302,449	1,528,573	1,931,821	3,037,490	1,278,845	-	19,178,760
Other Local Revenues	315,718	42,118	26,069	108,393	29,714	96,738	270,878	381,156	96,174	55,001	6,633,935	8,055,894
<b>Total Revenue</b>	<b>14,362,149</b>	<b>9,355,437</b>	<b>8,055,488</b>	<b>2,602,072</b>	<b>5,634,132</b>	<b>2,719,572</b>	<b>5,662,632</b>	<b>7,765,358</b>	<b>10,550,305</b>	<b>5,708,427</b>	<b>6,633,935</b>	<b>79,049,508</b>
<b>Expenses</b>												
Certificated Salaries	4,105,689	2,776,346	2,720,029	1,054,889	1,663,936	842,429	1,583,076	2,419,395	3,653,886	2,067,667	-	22,887,342
Classified Salaries	1,383,157	956,217	841,799	205,839	488,716	225,908	686,868	906,586	851,067	348,931	3,874,852	10,769,941
Benefits	1,873,362	1,310,044	1,307,100	468,258	788,184	367,197	749,634	1,136,249	1,619,078	839,267	1,263,376	11,721,750
Books and Supplies	668,766	549,442	310,227	78,045	216,467	109,646	224,832	454,478	328,337	159,756	71,750	3,171,745
Services and Operations	4,804,235	2,962,779	2,297,556	729,715	1,237,130	933,999	2,108,356	2,281,338	2,652,132	2,143,532	1,381,117	23,531,889
Depreciation / Cap Outlay	592,048	135,790	119,002	37,940	83,857	32,993	119,824	195,400	817,151	85,290	859	2,220,154
Other Outflows	15,000	-	-	-	-	-	-	-	538,517	3,000	-	556,517
<b>Total Expenses</b>	<b>13,442,257</b>	<b>8,690,618</b>	<b>7,595,713</b>	<b>2,574,687</b>	<b>4,478,290</b>	<b>2,512,172</b>	<b>5,472,590</b>	<b>7,393,445</b>	<b>10,460,169</b>	<b>5,647,442</b>	<b>6,591,954</b>	<b>74,859,338</b>
<b>Net Revenue</b>	<b>919,892</b>	<b>664,819</b>	<b>459,775</b>	<b>27,385</b>	<b>1,155,841</b>	<b>207,401</b>	<b>190,042</b>	<b>371,913</b>	<b>90,137</b>	<b>60,984</b>	<b>41,981</b>	<b>4,190,170</b>
<b>Fund Balance</b>												
Beginning Balance	8,997,268	3,510,734	2,191,292	1,267,473	3,511,630	2,417,956	2,503,949	6,211,609	9,343,756	1,299,480	2,390,863	43,646,010
Net Revenue	919,892	664,819	459,775	27,385	1,155,841	207,401	190,042	371,913	90,137	60,984	41,981	4,190,170
<b>Projected Ending Balance</b>	<b>9,917,160</b>	<b>4,175,554</b>	<b>2,651,066</b>	<b>1,294,858</b>	<b>4,667,471</b>	<b>2,625,356</b>	<b>2,693,992</b>	<b>6,583,522</b>	<b>9,433,893</b>	<b>1,360,464</b>	<b>2,432,844</b>	<b>47,836,180</b>
Ending Bal. as % of Exp.:	73.8%	48.0%	34.9%	50.3%	104.2%	104.5%	49.2%	89.0%	90.2%	24.1%	36.9%	63.9%



## 2022-23 Second Interim Budget - BY SITE

	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SD	MERF	TOTAL
<b>Enrollment</b>	693	507	375	105	234	91	264	385	496	419		3,569
<b>Attendance (P-2 ADA)</b>	647	473	340	94	212	84	243	357	467	387		3,305
<b>Revenue</b>												
LCFF Entitlement	9,277,722	6,631,360	4,557,191	1,479,374	3,079,032	1,104,514	3,223,803	4,645,263	6,559,159	3,973,018	-	44,530,436
Federal Revenue	1,369,775	969,239	212,995	160,658	478,840	205,552	377,128	1,000,122	599,213	192,634	-	5,566,156
Other State Revenues	2,983,395	1,619,132	2,148,553	660,420	1,195,751	592,744	1,998,657	1,826,410	3,135,030	1,355,871	-	17,515,963
Other Local Revenues	315,718	78,117	26,069	103,901	29,714	95,518	262,086	373,216	111,674	70,001	6,633,935	8,099,949
<b>Total Revenue</b>	<b>13,946,611</b>	<b>9,297,849</b>	<b>6,944,808</b>	<b>2,404,353</b>	<b>4,783,338</b>	<b>1,998,328</b>	<b>5,861,674</b>	<b>7,845,011</b>	<b>10,405,076</b>	<b>5,591,524</b>	<b>6,633,935</b>	<b>75,712,505</b>
<b>Expenses</b>												
Certificated Salaries	3,936,799	2,706,787	2,678,630	1,045,383	1,658,423	842,429	1,583,196	2,403,307	3,635,244	2,068,956	-	22,559,155
Classified Salaries	1,311,949	956,217	747,532	205,839	496,292	225,908	686,868	863,322	856,151	332,067	3,879,876	10,562,020
Benefits	1,825,086	1,291,048	1,272,594	455,049	793,705	367,197	739,703	1,116,930	1,622,819	844,314	1,307,412	11,635,856
Books and Supplies	756,387	517,872	279,641	80,237	210,382	105,196	217,332	564,964	437,751	188,565	83,250	3,441,576
Services and Operations	4,929,934	2,864,779	2,263,556	688,780	1,260,215	803,188	2,135,283	2,131,377	2,768,132	2,312,158	1,381,117	23,538,518
Depreciation / Cap Outlay	592,048	135,790	119,002	37,940	83,857	32,993	119,824	195,400	817,151	85,290	859	2,220,154
Other Outflows	15,000	-	-	-	-	-	-	-	538,517	3,000	-	556,517
<b>Total Expenses</b>	<b>13,367,203</b>	<b>8,472,493</b>	<b>7,360,954</b>	<b>2,513,229</b>	<b>4,502,873</b>	<b>2,376,910</b>	<b>5,482,206</b>	<b>7,275,300</b>	<b>10,675,766</b>	<b>5,834,349</b>	<b>6,652,514</b>	<b>74,513,797</b>
<b>Net Revenue</b>	<b>579,408</b>	<b>825,355</b>	<b>(416,146)</b>	<b>(108,876)</b>	<b>280,464</b>	<b>(378,582)</b>	<b>379,468</b>	<b>569,711</b>	<b>(270,690)</b>	<b>(242,826)</b>	<b>(18,579)</b>	<b>1,198,708</b>
<b>Fund Balance</b>												
Beginning Balance	9,528,476	3,805,042	2,646,594	1,349,017	3,694,602	2,440,121	2,614,648	6,432,843	9,513,550	1,369,113	2,390,863	45,784,870
Net Revenue	579,408	825,355	(416,146)	(108,876)	280,464	(378,582)	379,468	569,711	(270,690)	(242,826)	(18,579)	1,198,708
<b>Projected Ending Balance</b>	<b>10,107,884</b>	<b>4,630,397</b>	<b>2,230,448</b>	<b>1,240,141</b>	<b>3,975,066</b>	<b>2,061,539</b>	<b>2,994,116</b>	<b>7,002,554</b>	<b>9,242,860</b>	<b>1,126,287</b>	<b>2,372,284</b>	<b>46,983,578</b>
Ending Bal. as % of Exp.:	75.6%	54.7%	30.3%	49.3%	88.3%	86.7%	54.6%	96.3%	86.6%	19.3%	35.7%	63.1%

## 2022-23 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
<b>Enrollment (CALPADS)</b>	693	507	375	105	234	91	264	385	496	419		3,569
<b>Attendance (P-2 ADA)</b>	647	473	340	94	212	84	243	357	467	387		3,305
<b>Revenue</b>												
LCFF Entitlement	4,759,617	3,214,133	2,374,688	730,748	1,560,656	501,198	1,679,877	2,276,682	3,687,521	2,103,915	-	22,889,035
Federal Revenue	299,595	157,379	50,453	57,405	106,523	94,508	86,593	258,297	257,451	49,406	-	1,417,610
Other State Revenues	1,284,425	1,032,413	703,306	444,320	653,531	371,977	1,164,236	962,006	1,575,031	429,270	-	8,620,516
Other Local Revenues	443,582	62,615	24,379	4,966	20,096	5,225	19,959	21,743	145,121	40,186	3,397,939	4,185,811
<b>Total Revenue</b>	<b>6,787,218</b>	<b>4,466,541</b>	<b>3,152,826</b>	<b>1,237,438</b>	<b>2,340,807</b>	<b>972,908</b>	<b>2,950,665</b>	<b>3,518,728</b>	<b>5,665,124</b>	<b>2,622,777</b>	<b>3,397,939</b>	<b>37,112,972</b>
<b>Expenses</b>												
Certificated Salaries	1,943,936	1,338,448	1,262,474	501,952	857,587	389,544	779,805	1,175,336	1,868,351	1,013,957	-	11,131,390
Classified Salaries	626,419	495,173	433,207	110,847	240,259	104,354	306,621	530,396	412,014	175,484	2,055,117	5,489,891
Benefits	995,931	735,824	700,519	253,170	432,035	188,565	442,843	653,510	877,589	409,586	717,190	6,406,763
Books and Supplies	405,399	288,044	203,341	35,632	105,280	45,530	118,914	378,110	295,734	127,021	107,663	2,110,667
Services and Operations	2,456,802	1,141,347	1,052,639	373,515	452,801	375,386	1,241,194	936,772	1,181,284	1,080,224	773,434	11,065,398
Depreciation / Cap Outlay	146,522	83,312	69,418	21,249	50,037	18,520	40,252	98,904	404,542	35,074	258	968,088
Other Outflows	5,144	-	-	-	-	-	-	-	304,518	1,772	1,014	312,447
<b>Total Expenses</b>	<b>6,580,153</b>	<b>4,082,149</b>	<b>3,721,599</b>	<b>1,296,364</b>	<b>2,137,998</b>	<b>1,121,898</b>	<b>2,929,629</b>	<b>3,773,027</b>	<b>5,344,032</b>	<b>2,843,118</b>	<b>3,654,676</b>	<b>37,484,644</b>
<b>Net Revenue</b>	<b>207,065</b>	<b>384,392</b>	<b>(568,773)</b>	<b>(58,926)</b>	<b>202,809</b>	<b>(148,991)</b>	<b>21,035</b>	<b>(254,299)</b>	<b>321,092</b>	<b>(220,340)</b>	<b>(256,737)</b>	<b>(371,672)</b>
<b>Fund Balance</b>												
Beginning Balance	9,528,476	3,805,042	2,646,594	1,349,017	3,694,602	2,440,121	2,614,648	6,432,843	9,513,550	1,369,113	2,390,863	45,784,870
Net Revenue	207,065	384,392	(568,773)	(58,926)	202,809	(148,991)	21,035	(254,299)	321,092	(220,340)	(256,737)	(371,672)
<b>Current Net Asset Balance</b>	<b>9,735,542</b>	<b>4,189,434</b>	<b>2,077,822</b>	<b>1,290,091</b>	<b>3,897,411</b>	<b>2,291,130</b>	<b>2,635,684</b>	<b>6,178,544</b>	<b>9,834,642</b>	<b>1,148,772</b>	<b>2,134,126</b>	<b>45,413,198</b>
Current Bal. as % of Exp	72.8%	49.4%	28.2%	51.3%	86.6%	96.4%	48.1%	84.9%	92.1%	19.7%	32.1%	60.9%

2022-23 Second Interim Budget											Year to Date			Annual Budget		
CONSOLIDATED	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget			
Projected Average Daily Attendance:											3,412	3,305	107			
<b>SUMMARY</b>																
<b>Revenue</b>																
LCFF Entitlement	875,334	2,479,009	5,085,131	3,307,867	3,351,610	5,099,761	-	22,889,035	18,614,900	4,274,135	46,368,153	44,530,436	(1,837,717)			
Federal Revenue	12,638	23,548	120,197	300,135	335,889	435,329	-	1,417,610	1,528,140	(110,530)	5,446,701	5,566,156	119,455			
Other State Revenues	211,868	303,827	717,257	2,160,375	1,703,979	2,755,586	-	8,620,516	3,190,023	5,430,493	19,178,760	17,515,963	(1,662,796)			
Other Local Revenues	58,270	30,243	1,625,084	84,323	90,756	1,891,854	62,998	4,185,811	4,415,438	(229,627)	8,055,894	8,099,949	44,055			
<b>Total Revenue</b>	<b>1,158,110</b>	<b>2,836,627</b>	<b>7,547,670</b>	<b>5,852,700</b>	<b>5,482,234</b>	<b>10,182,531</b>	<b>62,998</b>	<b>37,112,972</b>	<b>27,748,501</b>	<b>9,364,472</b>	<b>79,049,508</b>	<b>75,712,505</b>	<b>(3,337,003)</b>			
<b>Expenditures</b>																
Certificated Salaries	516,875	1,029,087	1,867,501	1,892,670	1,975,226	1,974,819	1,875,213	11,131,390	9,898,279	1,233,111	22,887,342	22,559,155	(328,187)			
Classified Salaries	377,651	703,717	881,096	881,064	947,516	891,840	807,007	5,489,891	5,314,235	175,656	10,769,941	10,562,020	(207,921)			
Benefits	631,090	435,985	1,397,398	1,289,581	994,839	1,048,915	-	6,406,763	5,471,538	935,225	11,721,750	11,635,856	(85,894)			
Books and Supplies	14,877	1,394,247	(127,845)	208,102	223,429	230,391	167,466	2,110,667	1,599,838	510,829	3,171,745	3,441,576	269,832			
Services and Operating Exp.	817,037	875,437	1,092,616	2,626,106	1,337,350	1,135,306	3,181,545	11,065,398	10,781,301	284,096	23,531,889	23,538,518	6,629			
Depreciation & Cap Outlay	51,804	51,804	211,907	48,686	48,686	506,150	49,051	968,088	1,095,926	(127,838)	2,220,154	2,220,154	-			
Other Outflows	32,292	32,292	107,956	37,794	32,292	32,292	37,530	312,447	278,259	34,189	556,517	556,517	-			
<b>Total Expenditures</b>	<b>2,441,625</b>	<b>4,522,569</b>	<b>5,430,629</b>	<b>6,984,003</b>	<b>5,559,339</b>	<b>5,819,712</b>	<b>6,117,812</b>	<b>37,484,644</b>	<b>34,439,376</b>	<b>3,045,267</b>	<b>74,859,338</b>	<b>74,513,797</b>	<b>(345,541)</b>			
<b>Net Revenues</b>											<b>4,190,170</b>	<b>1,198,708</b>	<b>(2,991,462)</b>			
<b>Fund Balance</b>																
Beginning Balance (Unaud.)												45,784,870				
Net Revenues												1,198,708				
<b>Ending Fund Balance</b>												<b>46,983,578</b>				
<b>Components of Fund Bal.</b>																
Available For Econ. Uncert.												30,058,047	40.3% of Expenditures			
Restricted Balances (Est.)												1,454,711	2.0% of Expenditures			
Net Fixed Assets												15,470,820	20.8% of Expenditures			
<b>Ending Fund Balance</b>												<b>46,983,578</b>	<b>63.1% of Expenditures</b>			



2022-23 Second Interim Budget		Year to Date									Annual Budget			
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
<b>CONSOLIDATED</b>														
<b>REVENUE DETAIL</b>														
<b>LCFF Entitlement</b>														
8011	State Aid	387,151	1,358,444	2,445,200	2,445,200	2,445,200	2,445,200	-	13,194,560	12,243,191	771,530	27,675,097	26,615,632	(1,059,465)
8012	EPA Entitlement	-	-	1,791,891	-	43,743	1,791,894	-	3,671,272	1,879,379	1,791,893	7,555,170	7,219,051	(336,119)
8019	Prior Year Adjustments	(10)	-	-	-	-	-	-	114	-	-	-	-	-
8096	InLieuPropTaxes	488,193	1,120,565	848,040	862,667	862,667	862,667	-	6,023,089	4,492,216	1,530,873	11,137,886	10,695,753	(442,133)
<b>SUBTOTAL - LCFF Entitlement</b>		<b>875,334</b>	<b>2,479,009</b>	<b>5,085,131</b>	<b>3,307,867</b>	<b>3,351,610</b>	<b>5,099,761</b>	<b>-</b>	<b>22,889,035</b>	<b>18,614,900</b>	<b>4,094,296</b>	<b>46,368,153</b>	<b>44,530,436</b>	<b>(1,837,717)</b>
<b>Federal Revenue</b>														
8181	SpEd - Revenue	12,638	23,027	14,215	15,345	15,345	15,345	-	111,260	100,102	11,158	569,244	536,990	(32,254)
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	All Other Federal Revenue	-	521	105,982	284,790	320,544	419,984	-	1,306,350	1,428,038	(121,689)	4,877,457	5,029,166	151,709
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Federal Revenue</b>		<b>12,638</b>	<b>23,548</b>	<b>120,197</b>	<b>300,135</b>	<b>335,889</b>	<b>435,329</b>	<b>-</b>	<b>1,417,610</b>	<b>1,528,140</b>	<b>(110,530)</b>	<b>5,446,701</b>	<b>5,566,156</b>	<b>119,455</b>
<b>Other State Revenue</b>														
8311	SpEd Revenue	154,071	195,599	240,768	245,288	258,918	275,120	-	1,617,470	1,205,930	411,540	2,109,782	2,009,263	(100,519)
8520	SchoolNtrState	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	97,741	-	-	-	97,741	99,049	(1,308)	99,049	99,049	-
8560	StateLotteryRev	-	-	115,183	-	33,991	200,024	-	347,387	113,372	234,015	808,741	808,741	-
8590	AllOthStateRev	57,797	108,228	361,306	1,817,346	1,411,070	2,280,442	-	6,557,918	1,771,672	4,786,246	16,161,188	14,598,910	(1,562,277)
8595	State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Other State Revenue</b>		<b>211,868</b>	<b>303,827</b>	<b>717,257</b>	<b>2,160,375</b>	<b>1,703,979</b>	<b>2,755,586</b>	<b>-</b>	<b>8,620,516</b>	<b>3,190,023</b>	<b>5,430,493</b>	<b>19,178,760</b>	<b>17,515,963</b>	<b>(1,662,796)</b>
<b>Local Revenue</b>														
8600	Other Local Rev	-	-	-	-	-	-	-	-	162,450	(162,450)	324,899	324,903	4
8634	StudentLunchFee	-	-	898	-	-	-	-	898	129	769	2,000	2,000	-
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	678	1,020	6,689	981	2,700	7,701	-	19,992	12,499	7,494	18,500	24,000	5,500
8662	Summer School	-	-	-	-	-	-	-	-	-	-	-	-	-
8690	Prior Year Adj (Local1)	-	-	-	-	-	-	-	165,000	-	165,000	-	-	-
8695	Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-	-	-	-
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-	-	-
8701	CMO Fee - MSA-1	-	-	282,371	-	-	340,596	-	622,966	700,918	(77,952)	1,201,574	1,201,574	-
8702	CMO Fee - MSA-2	-	-	250,996	-	-	351,054	-	602,050	700,918	(98,868)	1,201,574	1,201,574	-
8703	CMO Fee - MSA-3	-	-	180,403	-	-	252,320	-	432,724	503,785	(71,061)	863,631	863,631	-
8704	CMO Fee - MSA-4	-	-	10,981	-	-	58,831	-	69,812	100,757	(30,945)	172,726	172,726	-
8705	CMO Fee - MSA-5	-	-	47,062	-	-	65,823	-	112,885	131,422	(18,538)	225,295	225,295	-
8706	CMO Fee - MSA-6	-	-	10,981	-	-	86,001	-	96,982	144,565	(47,583)	247,825	247,825	-
8707	CMO Fee - MSA-7	-	-	156,873	-	-	29,219	-	186,092	131,422	54,670	225,295	225,295	-
8708	CMO Fee - MSA-8	-	-	180,403	-	-	252,320	-	432,724	503,785	(71,061)	863,631	863,631	-
8709	CMO Fee - MSA-SA	-	-	250,996	-	-	147,279	-	398,275	438,074	(39,799)	750,984	750,984	-
8712	CMO Fee - MSA-SD	-	-	116,235	-	-	110,690	-	226,925	262,844	(35,919)	450,590	450,590	-
8699	Other Revenue	41,422	188	153,001	18,991	18,260	234,313	-	636,646	510,001	126,645	1,288,927	1,309,488	-
8980	Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-	-	20,561
8999	Misc Revenue (Suspense)	200	28,535	(27,841)	27,521	46,450	(61,145)	-	20,309	13,781	6,529	2,000	2,000	-
<b>SUBTOTAL - Local Revenue</b>		<b>42,300</b>	<b>29,743</b>	<b>1,620,047</b>	<b>47,494</b>	<b>67,409</b>	<b>1,875,003</b>	<b>-</b>	<b>4,024,279</b>	<b>4,317,348</b>	<b>(293,070)</b>	<b>7,839,451</b>	<b>7,865,516</b>	<b>26,065</b>

2022-23 Second Interim Budget											Year to Date			Annual Budget										
CONSOLIDATED											Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget	
											<b>Fundraising &amp; Grants</b>													
8802	Donations - Private										2,703	500	2,107	2,001	2,909	-	5,874	16,094	20,104	(4,009)	64,428	67,418	2,990	
8803	Fundraising										13,266	-	2,930	34,828	20,437	16,852	57,124	145,438	77,986	67,452	152,015	167,015	15,000	
<b>SUBTOTAL - Fundraising &amp; Grants</b>											<b>15,970</b>	<b>500</b>	<b>5,038</b>	<b>36,829</b>	<b>23,346</b>	<b>16,852</b>	<b>62,998</b>	<b>161,533</b>	<b>98,090</b>	<b>63,443</b>	<b>216,443</b>	<b>234,433</b>	<b>17,990</b>	
<b>TOTAL REVENUE</b>											<b>1,158,110</b>	<b>2,836,627</b>	<b>7,547,670</b>	<b>5,852,700</b>	<b>5,482,234</b>	<b>10,182,531</b>	<b>62,998</b>	<b>37,112,972</b>	<b>27,748,501</b>	<b>9,184,632</b>	<b>79,049,508</b>	<b>75,712,505</b>	<b>(3,337,003)</b>	
<b>EXPENSES DETAIL</b>																								
<b>Certificated Salaries</b>																								
1100	TeacherSalaries										290,878	657,165	1,419,119	1,444,983	1,509,679	1,560,976	1,437,297	8,320,097	7,139,382	1,180,715	17,050,444	16,821,013	(229,431)	
1200	Cert Aid										7,000	57,860	130,406	130,445	137,086	67,905	112,876	643,578	759,592	(116,014)	1,624,342	1,639,088	14,746	
1300	Cert Adminis										218,997	314,063	317,976	317,242	328,461	345,937	325,039	2,167,714	1,999,304	168,410	4,212,556	4,099,053	(113,503)	
<b>SUBTOTAL - Certificated Salaries</b>											<b>516,875</b>	<b>1,029,087</b>	<b>1,867,501</b>	<b>1,892,670</b>	<b>1,975,226</b>	<b>1,974,819</b>	<b>1,875,213</b>	<b>11,131,390</b>	<b>9,898,279</b>	<b>1,233,111</b>	<b>22,887,342</b>	<b>22,559,155</b>	<b>(328,187)</b>	
<b>Classified Salaries</b>																								
2100	Instructional Aides										57,849	87,395	196,076	180,500	197,557	127,922	115,639	962,939	1,043,923	(80,984)	2,244,934	2,181,969	(62,965)	
2200	Classified Support										86,030	149,664	204,829	203,373	218,661	239,508	177,749	1,279,814	1,196,960	82,854	2,514,586	2,486,565	(28,022)	
2300	Classified Admin										-	1,650	-	438	-	-	-	2,088	-	2,088	-	-	-	-
2400	Clerical & Tech										231,668	459,790	480,192	496,752	531,299	524,410	513,619	3,237,728	3,073,352	164,376	6,010,421	5,893,487	(116,935)	
2900	OtherClassStaff										2,103	5,219	-	-	-	-	-	7,322	-	7,322	-	-	-	-
<b>SUBTOTAL - Classified Salaries</b>											<b>377,651</b>	<b>703,717</b>	<b>881,096</b>	<b>881,064</b>	<b>947,516</b>	<b>891,840</b>	<b>807,007</b>	<b>5,489,891</b>	<b>5,314,235</b>	<b>175,656</b>	<b>10,769,941</b>	<b>10,562,020</b>	<b>(207,921)</b>	
<b>Employee Benefits</b>																								
3101	STRS-Certified										-	-	-	-	-	-	-	-	-	-	-	-	-	-
3102	STRS-Classified										79,938	161,806	358,161	216,628	305,504	320,040	-	1,738,825	1,569,345	169,479	3,642,099	3,581,552	(60,547)	
3201	PERS-Cert										18,907	35,238	36,594	36,482	45,237	39,244	-	248,147	434,809	(186,662)	890,079	885,359	(4,720)	
3202	PERS-Classified										9,416	24,915	43,509	41,126	44,773	38,095	-	242,887	273,040	(30,153)	699,006	596,959	(102,047)	
3301	OASDI/Med-Cert										35,042	94,442	131,213	136,739	120,011	110,526	-	763,793	358,591	405,202	685,955	752,496	66,542	
3302	OASDI/Med-Class										8,761	16,937	32,127	32,869	38,146	30,546	-	190,499	208,429	(17,930)	464,065	453,089	(10,976)	
3401	HlthWelfareCert										22,701	42,284	54,692	57,616	52,986	48,541	-	334,111	209,269	124,842	416,178	420,353	4,176	
3402	HlthWelfareCert										307,943	21,146	670,581	727,632	348,010	373,605	-	2,467,949	1,436,194	1,031,755	3,008,033	2,965,204	(42,829)	
3501	UI-Certificated										-	-	-	305	-	-	-	305	651,148	(650,843)	1,405,151	1,372,245	(32,905)	
3502	UI-Classified										45,865	-	30,256	-	-	40,457	-	70,770	50,639	20,131	42,988	88,891	45,903	
3601	WorkersCmp-Cert										-	-	402	335	19	7,515	-	8,271	15,528	(7,258)	15,388	32,927	17,539	
3602	WorkersCmp-Class										99,192	33,064	33,064	33,064	33,064	33,064	-	297,576	129,613	167,963	206,599	212,984	6,385	
3701	Other Retirement-Cert										-	-	-	-	-	-	-	-	90,600	(90,600)	168,562	191,785	23,223	
3901	OthBenes-Cert										-	-	-	-	-	-	-	-	-	-	-	-	-	-
3902	OthBenes-Class										-	-	-	-	4	7	-	11	-	11	-	-	-	-
3990	PY Benefit Adjustments										3,326	6,152	6,800	6,784	7,087	7,275	-	43,620	44,332	(711)	77,648	82,012	4,364	
<b>SUBTOTAL - Employee Benefits</b>											<b>631,090</b>	<b>435,985</b>	<b>1,397,398</b>	<b>1,289,581</b>	<b>994,839</b>	<b>1,048,915</b>	<b>-</b>	<b>6,406,763</b>	<b>5,471,538</b>	<b>935,225</b>	<b>11,721,750</b>	<b>11,635,856</b>	<b>(85,894)</b>	

2022-23 Second Interim Budget											Year to Date			Annual Budget									
CONSOLIDATED											Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
<b>Books &amp; Supplies</b>																							
4100	Text&CoreCurric	-	16,916	205,240	135,511	99	3,206	96,316	457,288	242,475	214,813	467,598	537,598	70,000									
4200	BooksOthRefMats	3,406	948	34,245	10,595	932	52,966	(85,291)	17,801	14,913	2,888	20,000	33,000	13,000									
4300	Ins Mats & Sups 2	-	124	-	-	-	639	290	1,053	36,849	(35,796)	148,595	79,840	(68,755)									
4310	Ins Mats & Sups	4,108	4,864	16,206	6,182	5,162	12,980	19,141	68,643	87,463	(18,820)	290,335	201,248	(89,087)									
4315	OthrSupplies	-	-	-	2,975	5,235	1,991	1,207	11,408	14,910	(3,503)	32,000	33,500	1,500									
4320	Office Supplies	2,874	18,426	19,655	26,734	16,977	15,576	15,186	115,429	102,141	13,288	177,500	219,000	41,500									
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-									
4326	Arts&MusicSupps	-	2,403	13,283	5,774	202	3,635	5,188	30,485	25,188	5,297	36,300	57,300	21,000									
4335	PE Supplies	-	463	7,085	1,615	14,072	770	5,058	29,063	47,551	(18,488)	64,250	104,500	40,250									
4340	Educat Software	3,795	256,169	87,979	(46,340)	44,986	3,896	37,778	388,263	277,698	110,565	540,614	541,106	492									
4345	NonInstStdntSup	0	15,755	121,667	(22,140)	29,785	14,844	78,721	238,632	195,193	43,439	353,650	441,150	87,500									
4346	TeacherSupplies	-	3,408	7,196	4,489	445	119	2,077	17,734	15,491	2,243	30,500	34,500	4,000									
4350	Cust. Supplies	82	18,643	28,687	11,915	8,046	12,996	18,505	98,874	80,578	18,297	140,000	176,000	36,000									
4351	Yearbook	-	-	-	-	-	-	-	-	1,385	(1,385)	3,000	3,000	-									
4390	Uniforms	-	1,095	121,043	1,923	3,279	-	-	127,341	65,521	61,820	139,705	151,000	11,296									
4400	NonCapEquip-Gen	-	37,601	39,583	1,716	34,774	4,115	79,791	197,581	160,042	37,539	278,770	353,391	74,621									
4410	ClssrmFrmEqp<5k	612	1,831	1,114	-	1,451	-	-	5,007	8,967	(3,960)	8,500	20,500	12,000									
4430	OfficeFurnEqp<5k	-	-	1,970	2,701	1,081	-	463	6,214	8,962	(2,747)	21,500	20,500	(1,000)									
4440	Computers <\$5k	-	27,001	30,313	3,426	7,826	197	6,192	74,955	60,914	14,041	88,500	117,000	28,500									
4460	FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	10,000	-	(10,000)									
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-									
4464	Equipment (Pre-Cap)	-	-	-	-	-	1,324	(1,324)	-	11,821	(11,821)	73,985	27,000	(46,985)									
4480	FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-									
4710	Food	-	-	-	3,748	3,095	396	3,278	10,517	55,538	(45,021)	111,000	121,000	10,000									
4720	Food:Other Food	0	27,330	41,923	22,163	8,967	1,981	27,961	130,327	78,211	52,115	128,500	167,500	39,000									
4990	Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-	-	-	-									
4999	Misc Expenditure (Suspense)	-	961,270	(905,033)	35,113	37,013	98,760	(143,071)	84,052	8,027	76,025	6,943	1,943	(5,000)									
<b>SUBTOTAL - Books and Supplies</b>		<b>14,877</b>	<b>1,394,247</b>	<b>(127,845)</b>	<b>208,102</b>	<b>223,429</b>	<b>230,391</b>	<b>167,466</b>	<b>2,110,667</b>	<b>1,599,838</b>	<b>510,829</b>	<b>3,171,745</b>	<b>3,441,576</b>	<b>269,832</b>									

2022-23 Second Interim Budget		Year to Date									Annual Budget			
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
<b>CONSOLIDATED</b>														
<b>Services &amp; Other Operating Expenses</b>														
5101	CMO Fees	-	-	-	1,487,300	-	-	1,694,133	3,181,433	2,752,260	429,173	6,440,354	6,203,128	(237,226)
5200	Travel	-	946	-	-	-	1,177	3,142	5,265	1,385	3,881	2,000	3,000	1,000
5205	Conference Fees	-	-	-	-	-	-	-	-	13,423	(13,423)	34,000	27,000	(7,000)
5210	MilesParkTolls	60	1,171	920	2,952	355	1,455	2,987	9,900	17,205	(7,306)	34,000	34,000	-
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	2,032	2,175	-	597	-	-	2,266	7,070	14,000	(6,930)	23,000	29,000	6,000
5300	DuesMemberships	46,450	5,525	15,505	4,666	6,518	5,877	8,749	93,289	67,078	26,212	124,500	135,500	11,000
5450	Other Insurance	166,346	53,232	53,232	53,232	54,483	54,483	54,483	489,491	316,543	172,948	644,421	659,096	14,675
5500	OpsHousekeeping	6,203	55,828	57,796	60,835	60,490	58,882	38,391	338,426	300,972	37,454	555,600	651,540	95,940
5510	Gas & Electric	7,588	27,810	35,056	45,434	43,422	33,905	22,739	215,953	146,538	69,414	307,500	317,500	10,000
5610	Rent & Leases	346,416	287,846	295,137	279,377	378,548	347,101	261,263	2,195,689	1,845,934	349,755	3,928,319	3,948,319	20,000
5620	EquipmentLeases	15,556	9,445	20,664	16,936	16,696	11,770	16,205	107,271	103,573	3,698	220,400	225,400	5,000
5630	Reps&MaintBldng	3,988	29,875	42,997	62,668	10,279	26,886	21,934	198,626	459,774	(261,148)	1,028,233	1,001,733	(26,500)
5800	ProfessServices	118,621	107,680	81,259	(60,763)	66,580	97,941	360,502	771,820	1,057,666	(285,846)	2,455,975	2,306,975	(149,000)
5810	Legal	-	10,146	36,874	28,499	1,953	40,951	13,619	132,042	157,705	(25,663)	315,500	345,500	30,000
5813	SchPrgAftSchool	-	10,650	8,427	818	38,681	86,615	21,913	167,103	305,858	(138,754)	697,766	701,766	4,000
5814	SchPrgAcadComps	-	820	475	950	652	-	2,777	5,674	7,846	(2,172)	22,000	17,000	(5,000)
5819	SchIProgs-Other	5,312	25,270	126,955	123,243	90,484	30,187	82,282	483,733	429,259	54,475	942,906	935,506	(7,400)
5820	Audit & CPA	-	-	12,000	-	38,000	-	12,408	62,408	48,295	14,114	105,000	105,000	-
5825	DMSBusiness Svcs	-	-	-	235,799	42,300	-	-	278,099	318,769	(40,670)	592,000	592,000	-
5835	Field Trips	5,668	12,886	23,531	5,344	17,964	27,518	29,364	122,276	145,550	(23,275)	283,000	313,085	30,085
5836	FieldTrip Trans	-	58,182	5,069	10,581	44,239	10,118	100,561	228,751	183,154	45,597	401,000	401,000	-
5840	MarkngStdtRecrt	4,382	27,943	16,235	25,425	6,449	46,948	26,858	154,239	155,619	(1,380)	331,000	336,000	5,000
5850	Oversight Fees	6,081	11,089	7,393	6,857	7,393	11,398	11,399	61,609	207,491	(145,882)	472,276	463,682	(8,595)
5857	Payroll Fees	21,760	15,352	17,056	17,107	18,150	19,237	22,183	130,845	93,409	37,436	198,000	198,000	-
5860	Service Fees	125	352	860	129	402	197	766	2,831	19,141	(16,310)	45,000	42,500	(2,500)
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	1,884	27,934	27,924	11,704	5,198	10,954	13,258	98,856	106,398	(7,542)	224,708	224,708	-
5864	Prof Dev-Other	-	18,200	8,473	6,053	8,909	20,863	38,652	101,150	115,800	(14,650)	254,130	254,130	-
5865	Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-	-	-
5869	SpEd Ctrct Inst	-	493	48,951	50,191	95,744	54,920	99,759	350,058	549,630	(199,572)	1,261,801	1,218,801	(43,000)
5870	Livescan	219	1,507	2,380	1,279	711	234	1,624	7,955	4,447	3,508	6,100	8,950	2,850
5872	SPED Fees (incl Encroachment)	12,642	23,024	15,348	14,216	15,348	15,348	15,348	111,274	69,433	41,841	150,439	150,439	-
5875	Staff Recruiting	-	-	-	450	-	-	925	1,375	1,885	(510)	3,500	3,500	-
5884	Substitutes	373	5,573	23,496	14,244	208,372	73,004	142,584	467,645	402,308	65,338	635,000	905,000	270,000
5890	Oth SvcsNon-Inst	-	729	-	250	-	474	474	1,928	231	1,697	500	500	-
5900	Communications	10	19,587	1,363	160	91	-	397	21,608	21,844	(236)	28,950	43,950	15,000
5910	Communications 2	-	-	-	-	-	-	-	-	-	-	-	-	-
5920	TelecomInternet	9,036	9,904	14,169	9,496	15,647	11,946	10,398	80,595	147,307	(66,712)	406,000	325,000	(81,000)
5930	PostageDelivery	-	2,016	6,192	310	4,985	2,814	1,822	18,138	28,872	(10,734)	63,000	62,500	(500)
5940	Technology	36,286	12,249	86,881	109,767	38,306	32,103	45,382	360,974	164,699	196,275	294,010	347,810	53,800
5990	Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>817,037</b>	<b>875,437</b>	<b>1,092,616</b>	<b>2,626,106</b>	<b>1,337,350</b>	<b>1,135,306</b>	<b>3,181,545</b>	<b>11,065,398</b>	<b>10,781,301</b>	<b>284,096</b>	<b>23,531,889</b>	<b>23,538,518</b>	<b>6,629</b>

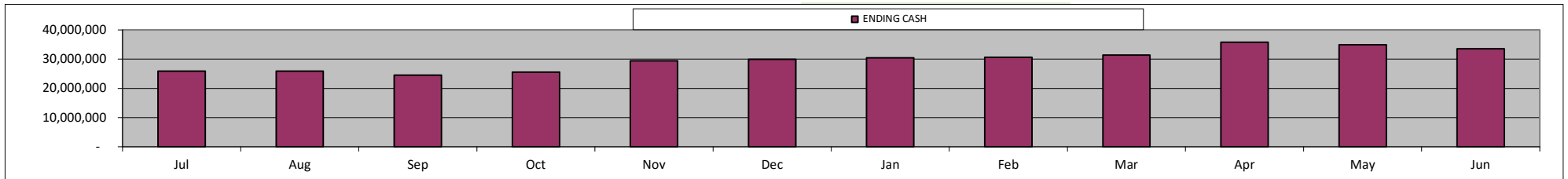
2022-23 Second Interim Budget												Year to Date			Annual Budget		
CONSOLIDATED	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget				
														<b>Capital Outlay &amp; Depreciation</b>			
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-				
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-				
6900	Depreciation	51,804	51,804	211,907	48,686	48,686	506,150	49,051	968,088	1,095,926	(127,838)	2,220,154	2,220,154				
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>51,804</b>	<b>51,804</b>	<b>211,907</b>	<b>48,686</b>	<b>48,686</b>	<b>506,150</b>	<b>49,051</b>	<b>968,088</b>	<b>1,095,926</b>	<b>(127,838)</b>	<b>2,220,154</b>	<b>2,220,154</b>				
<b>Other Outflows</b>																	
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-				
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-				
7438	InterestExpense	32,292	32,292	107,956	37,794	32,292	32,292	37,530	312,447	278,259	34,189	556,517	556,517				
<b>SUBTOTAL - Other Outflows</b>		<b>32,292</b>	<b>32,292</b>	<b>107,956</b>	<b>37,794</b>	<b>32,292</b>	<b>32,292</b>	<b>37,530</b>	<b>312,447</b>	<b>278,259</b>	<b>34,189</b>	<b>556,517</b>	<b>556,517</b>				
<b>TOTAL EXPENSES</b>		<b>2,441,625</b>	<b>4,522,569</b>	<b>5,430,629</b>	<b>6,984,003</b>	<b>5,559,339</b>	<b>5,819,712</b>	<b>6,117,812</b>	<b>37,484,644</b>	<b>34,439,376</b>	<b>3,045,267</b>	<b>74,859,338</b>	<b>74,513,797</b>	<b>(345,541)</b>			





2022-23 Monthly Cash Flow (Actuals + Projections)

All MPS	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>25,510,785</b>	<b>25,884,957</b>	<b>25,883,126</b>	<b>24,547,596</b>	<b>25,592,722</b>	<b>29,421,113</b>	<b>29,950,625</b>	<b>30,419,486</b>	<b>30,575,012</b>	<b>31,383,473</b>	<b>35,767,654</b>	<b>34,918,592</b>		
<b>Revenue</b>														
LCFF Entitlement	875,334	2,479,009	2,690,323	5,085,131	3,307,867	3,351,610	5,099,761	3,251,067	3,921,582	4,689,932	2,898,041	2,838,673	4,042,106	44,530,436
Federal Revenue	12,638	23,548	189,873	120,197	300,135	335,889	435,329	17,438	187,664	1,104,504	17,438	17,438	2,804,064	5,566,156
Other State Revenues	211,868	303,827	767,624	717,257	2,160,375	1,703,979	2,755,586	1,693,738	1,693,738	1,924,116	1,101,949	540,954	1,940,952	17,515,963
Other Local Revenues	58,270	30,243	182,320	1,764,376	70,840	141,761	1,938,001	660,132	660,132	656,104	653,622	570,881	713,265	8,099,949
<b>Total Revenue</b>	<b>1,158,110</b>	<b>2,836,627</b>	<b>3,830,140</b>	<b>7,686,961</b>	<b>5,839,218</b>	<b>5,533,239</b>	<b>10,228,677</b>	<b>5,622,376</b>	<b>6,463,117</b>	<b>8,374,657</b>	<b>4,671,051</b>	<b>3,967,947</b>	<b>9,500,386</b>	<b>75,712,505</b>
<b>Expenses</b>														
Certificated Salaries	516,875	1,029,087	1,867,501	1,892,670	1,975,226	1,974,819	1,875,213	1,883,386	1,883,386	1,883,386	1,883,386	1,883,386	2,010,834	22,559,155
Classified Salaries	377,651	703,717	881,096	881,064	947,516	891,840	807,007	880,168	880,168	880,168	880,168	853,377	698,078	10,562,020
Benefits	631,090	436,030	608,911	1,397,398	1,289,581	994,839	1,048,915	936,229	936,229	936,229	936,229	936,229	547,948	11,635,856
Books and Supplies	14,877	1,394,247	(127,845)	208,102	223,429	230,391	167,466	267,411	256,725	228,841	208,412	103,612	265,910	3,441,576
Services and Operations	817,037	875,437	1,092,616	2,626,106	1,337,350	1,135,306	3,181,545	1,813,310	1,813,310	1,813,310	1,813,310	1,813,310	3,406,570	23,538,518
Depreciation / Cap Outlay	51,804	51,804	211,907	48,686	48,686	506,150	49,051	152,833	242,333	152,833	152,833	255,196	296,038	2,220,154
Other Outflows	32,292	32,292	107,956	37,794	32,292	32,292	37,530	46,376	46,376	46,376	46,376	7,340	51,224	556,517
<b>Total Expenses</b>	<b>2,441,625</b>	<b>4,522,614</b>	<b>4,642,141</b>	<b>7,091,821</b>	<b>5,854,080</b>	<b>5,765,637</b>	<b>7,166,726</b>	<b>5,979,714</b>	<b>6,058,527</b>	<b>5,941,144</b>	<b>5,920,715</b>	<b>5,852,452</b>	<b>7,276,603</b>	<b>74,513,797</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	-	-	-	(321,215)	-	-	-	-	-	-	-	-	-	(321,215)
Accounts Receivable - Current Year	4,316,159	861,643	795,571	1,360,399	1,369,325	355,350	(302,910)	739,892	596,039	2,138,860	596,039	539,727	-	13,366,094
Other Assets/Accrual Adj	191,278	(92,572)	(246,547)	(1,111,224)	518	504,191	(318,812)	-	-	-	-	-	-	(1,073,168)
Fixed Assets - Depreciation Addback	32,117	32,018	74,699	(27,291)	(40,738)	84,519	(9,364)	152,833	242,333	152,833	152,833	255,196	-	1,101,987
Fixed Assets - Acquisitions	-	-	129	-	-	-	-	-	-	-	-	-	129	129
Due To (From)	129,008	1,551,226	99,235	(88,004)	(230,379)	356,585	(458,423)	-	(28,002)	-	-	(28,002)	-	1,303,243
Expenses - Prior Year Accruals	45,112	(2,716)	-	2,716	-	-	-	-	-	-	-	-	-	45,112
Accounts Payable - Current Year	(3,046,819)	(656,275)	(174,584)	(122,630)	36,590	14,440	70,791	(370,694)	(397,331)	(339,102)	(339,102)	(286,045)	-	(5,610,762)
Summerholdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	(9,167)	(9,167)	(9,167)	(9,167)	(9,167)	(9,167)	(9,167)	(9,167)	(9,167)	(9,167)	(9,167)	(9,167)	(9,167)	(110,004)
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	1,165,494	(1,525,682)	(1,062,865)	766,402	2,717,104	(544,008)	(1,565,205)	-	-	7,243	-	-	-	(41,517)
<b>Total Other Transactions</b>	<b>1,657,687</b>	<b>1,684,156</b>	<b>(523,529)</b>	<b>449,986</b>	<b>3,843,253</b>	<b>761,910</b>	<b>(2,593,090)</b>	<b>512,864</b>	<b>403,872</b>	<b>1,950,667</b>	<b>400,603</b>	<b>471,709</b>		<b>8,659,900</b>
<b>Total Change in Cash</b>	<b>374,172</b>	<b>(1,831)</b>	<b>(1,335,530)</b>	<b>1,045,126</b>	<b>3,828,391</b>	<b>529,512</b>	<b>468,860</b>	<b>155,526</b>	<b>808,461</b>	<b>4,384,180</b>	<b>(849,061)</b>	<b>(1,412,796)</b>		<b>9,858,608</b>
<b>ENDING CASH</b>	<b>25,884,957</b>	<b>25,883,126</b>	<b>24,547,596</b>	<b>25,592,722</b>	<b>29,421,113</b>	<b>29,950,625</b>	<b>30,419,486</b>	<b>30,575,012</b>	<b>31,383,473</b>	<b>35,767,654</b>	<b>34,918,592</b>	<b>33,505,796</b>	<<< = 164 days cash	



2022-23 Second Interim Budget											Year to Date			Annual Budget		
MSA 1	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget			
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals									
Projected Average Daily Attendance:											661	647	14			
<b>SUMMARY</b>																
<b>Revenue</b>																
LCFF Entitlement	127,425	529,778	444,949	1,163,973	664,760	664,759	1,163,973	4,759,617	3,799,100	(960,517)	9,557,995	9,277,722	(280,273)			
Federal Revenue	-	-	61,604	52,447	65,571	67,899	52,074	299,595	321,437	21,843	1,366,803	1,369,775	2,973			
Other State Revenues	36,492	42,528	146,612	112,064	276,627	299,385	370,717	1,284,425	574,253	(710,172)	3,121,633	2,983,395	(138,238)			
Other Local Revenues	8,546	4,352	162,708	145,761	34,475	40,677	47,062	443,582	157,859	(285,723)	315,718	315,718	-			
<b>Total Revenue</b>	<b>172,463</b>	<b>576,658</b>	<b>815,873</b>	<b>1,474,245</b>	<b>1,041,433</b>	<b>1,072,720</b>	<b>1,633,826</b>	<b>6,787,218</b>	<b>4,852,650</b>	<b>(1,934,568)</b>	<b>14,362,149</b>	<b>13,946,611</b>	<b>(415,538)</b>			
<b>Expenditures</b>																
Certificated Salaries	82,822	182,118	328,295	330,776	344,708	346,316	328,900	1,943,936	1,710,326	233,610	4,105,689	3,936,799	(168,890)			
Classified Salaries	35,727	62,994	100,709	101,641	117,301	111,072	96,974	626,419	655,975	(29,556)	1,383,157	1,311,949	(71,208)			
Benefits	92,134	67,103	100,713	213,982	198,243	157,227	166,530	995,931	821,679	174,253	1,873,362	1,825,086	(48,277)			
Books and Supplies	-	1,002,729	(753,666)	8,004	67,344	51,554	29,434	405,399	349,102	56,297	668,766	756,387	87,621			
Services and Operating Exp.	185,260	216,710	221,726	559,342	290,384	316,828	666,552	2,456,802	2,275,354	181,448	4,804,235	4,929,934	125,699			
Depreciation & Cap Outlay	19,687	19,687	21,077	21,077	21,077	21,923	21,993	146,522	296,024	(149,502)	592,048	592,048	-			
Other Outflows	-	-	-	2,704	-	-	2,440	5,144	7,500	(2,356)	15,000	15,000	-			
<b>Total Expenditures</b>	<b>415,631</b>	<b>1,551,341</b>	<b>18,855</b>	<b>1,237,526</b>	<b>1,039,057</b>	<b>1,004,920</b>	<b>1,312,822</b>	<b>6,580,153</b>	<b>6,115,959</b>	<b>464,194</b>	<b>13,442,257</b>	<b>13,367,203</b>	<b>(75,054)</b>			
<b>Net Revenues</b>								<b>207,065</b>	<b>(1,263,309)</b>	<b>(2,398,762)</b>	<b>919,892</b>	<b>579,408</b>	<b>(340,484)</b>			
<b>Fund Balance</b>												9,528,476				
Beginning Balance (Audited)												579,408				
Net Revenues												<u>10,107,884</u>				
<b>Ending Fund Balance</b>																
<b>Components of Fund Bal.</b>												4,931,315				
Available For Econ. Uncert.												443,407				
Restricted Balances (Est.)												4,733,162				
Net Fixed Assets																
<b>Ending Fund Balance</b>												<b>10,107,884</b>				



2022-23 Second Interim Budget											Year to Date			Annual Budget													
MSA 1											Jul	Aug	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
											Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
<b>REVENUE DETAIL</b>																											
<b>LCFF Entitlement</b>																											
8011	State Aid	-	274,919	274,919	494,854	494,854	494,854	494,854	2,529,254	2,439,334	(89,920)	5,445,373	5,302,901	(142,472)													
8012	EPA Entitlement	-	-	-	499,213	-	-	499,213	998,426	499,213	499,213	1,992,950	1,926,172	(66,778)													
8019	Prior Year Adjustments	(4)	-	124	-	-	-	-	120	120	-	-	-	-													
8096	InLieuPropTaxes	127,429	254,859	169,906	169,906	169,906	169,905	169,906	1,231,817	860,433	371,384	2,119,672	2,048,649	(71,023)													
<b>SUBTOTAL - LCFF Entitlement</b>		<b>127,425</b>	<b>529,778</b>	<b>444,949</b>	<b>1,163,973</b>	<b>664,760</b>	<b>664,759</b>	<b>1,163,973</b>	<b>4,759,617</b>	<b>3,799,100</b>	<b>780,678</b>	<b>9,557,995</b>	<b>9,277,722</b>	<b>(280,273)</b>													
<b>Federal Revenue</b>																											
8181	SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	84,511	84,026	(485)													
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-													
8290	All Other Federal Revenue	-	-	61,604	52,447	65,571	67,899	52,074	299,595	321,437	(21,843)	1,282,291	1,285,749	3,458													
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-													
<b>SUBTOTAL - Federal Revenue</b>		<b>-</b>	<b>-</b>	<b>61,604</b>	<b>52,447</b>	<b>65,571</b>	<b>67,899</b>	<b>52,074</b>	<b>299,595</b>	<b>321,437</b>	<b>(21,843)</b>	<b>1,366,803</b>	<b>1,369,775</b>	<b>2,973</b>													
<b>Other State Revenue</b>																											
8311	SpEd Revenue	26,828	26,828	48,291	47,743	47,743	50,863	47,743	296,039	245,176	50,863	532,218	514,391	(17,827)													
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-													
8550	MandCstReimburs	-	-	-	-	23,641	-	-	23,641	23,041	600	23,041	23,041	-													
8560	StateLotteryRev	-	-	-	5,306	-	-	62,161	67,468	5,306	62,161	156,704	156,704	-													
8590	AllOthStateRev	9,664	15,700	98,321	59,015	205,243	248,522	260,812	897,277	300,730	596,547	2,409,670	2,289,259	(120,411)													
8595	State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-													
<b>SUBTOTAL - Other State Revenue</b>		<b>36,492</b>	<b>42,528</b>	<b>146,612</b>	<b>112,064</b>	<b>276,627</b>	<b>299,385</b>	<b>370,717</b>	<b>1,284,425</b>	<b>574,253</b>	<b>710,172</b>	<b>3,121,633</b>	<b>2,983,395</b>	<b>(138,238)</b>													
<b>Local Revenue</b>																											
8600	Other Local Rev	-	-	-	-	-	-	-	-	149,948	(149,948)	299,896	299,896	-													
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-													
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-													
8660	Interest	-	-	-	550	-	-	550	1,101	-	1,101	-	-	-													
8682	Summer School	-	-	-	-	-	-	-	-	-	-	-	-	-													
8677	SpEd Revenue	-	-	-	107,500	-	-	-	107,500	-	107,500	-	-	-													
8695	Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-	-	-	-													
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	8,546	-	161,562	31,027	18,991	16,405	64,982	301,513	-	301,513	-	-	-													
8980	Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-	-	-													
8999	Misc Revenue (Suspense)	-	4,352	1,146	(3,464)	15,484	18,833	(35,982)	370	-	370	-	-	-													
<b>SUBTOTAL - Local Revenue</b>		<b>8,546</b>	<b>4,352</b>	<b>162,708</b>	<b>135,614</b>	<b>34,475</b>	<b>35,238</b>	<b>29,550</b>	<b>410,484</b>	<b>149,948</b>	<b>260,536</b>	<b>299,896</b>	<b>299,896</b>	<b>-</b>													

2022-23 Second Interim Budget											Year to Date			Annual Budget									
MSA 1											Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
<b>Fundraising &amp; Grants</b>																							
8802	Donations - Private	-	-	-	130	-	-	80	210	3,558	(3,348)	7,116	7,116	-									
8803	Fundraising	-	-	-	10,017	-	5,439	17,432	32,888	4,353	28,535	8,706	8,706	-									
<b>SUBTOTAL - Fundraising &amp; Grants</b>											-	-	-	10,147	-	5,439	17,512	33,098	7,911	25,187	15,822	15,822	-
<b>TOTAL REVENUE</b>											172,463	576,658	815,873	1,474,245	1,041,433	1,072,720	1,633,826	6,787,218	4,852,650	1,754,729	14,362,149	13,946,611	(415,538)
<b>EXPENSES DETAIL</b>																							
<b>Certificated Salaries</b>																							
1100	TeacherSalaries	44,900	118,371	252,347	252,383	265,405	332,250	261,964	1,527,620	1,290,367	237,253	3,218,583	3,096,881	(121,703)									
1200	Cert Aid	-	10,877	22,604	22,849	23,029	(40,662)	12,474	51,171	83,875	(32,704)	167,750	167,750	-									
1300	Cert Adminis	37,922	52,870	53,344	55,544	56,274	54,729	54,462	365,145	336,084	29,061	719,355	672,168	(47,187)									
<b>SUBTOTAL - Certificated Salaries</b>											82,822	182,118	328,295	330,776	344,708	346,316	328,900	1,943,936	1,710,326	233,610	4,105,689	3,936,799	(168,890)
<b>Classified Salaries</b>																							
2100	Instructional Aides	3,674	11,229	34,368	35,285	37,413	36,967	27,096	186,032	246,853	(60,821)	461,373	493,706	32,333									
2200	Classified Support	16,157	30,650	32,103	28,692	33,804	29,976	24,480	195,862	225,731	(29,869)	493,415	451,463	(41,953)									
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-									
2400	Clerical & Tech	15,896	21,114	34,238	37,665	46,084	44,129	45,399	244,525	183,391	61,134	428,369	366,781	(61,588)									
2900	OtherClassStaff	-	-	-	-	-	-	-	-	-	-	-	-	-									
<b>SUBTOTAL - Classified Salaries</b>											35,727	62,994	100,709	101,641	117,301	111,072	96,974	626,419	655,975	(29,556)	1,383,157	1,311,949	(71,208)
<b>Employee Benefits</b>																							
3101	STRS-Certified	7,335	17,201	34,910	35,663	8,757	37,299	34,585	175,750	272,135	(96,385)	668,165	634,408	(33,757)									
3102	STRS-Classified	-	-	-	-	-	-	-	-	34,170	(34,170)	82,491	74,035	(8,457)									
3201	PERS-Cert	8,470	17,936	27,860	28,071	28,986	28,087	27,784	167,194	52,933	114,261	151,867	114,689	(37,178)									
3202	PERS-Classified	7,097	16,020	24,154	23,759	25,701	25,900	23,093	145,723	64,380	81,343	99,225	139,491	40,266									
3301	OASDI/Med-Cert	1,199	3,002	5,501	5,541	5,733	5,756	5,416	32,148	38,737	(6,589)	85,031	83,930	(1,101)									
3302	OASDI/Med-Class	2,721	4,794	7,647	7,717	8,890	8,407	7,325	47,500	22,490	25,010	49,901	48,728	(1,173)									
3401	HlthWelfareCert	41,555	2,830	3,060	102,883	114,856	46,458	56,280	367,923	226,118	141,805	502,841	489,923	(12,919)									
3402	HlthWelfareClass	-	-	-	-	-	-	-	-	77,037	(77,037)	174,588	166,914	(7,674)									
3501	UI-Certificated	7,797	-	(7,739)	5,028	-	-	6,727	11,813	8,708	3,104	7,845	18,868	11,022									
3502	UI-Classified	-	-	-	-	-	-	-	-	2,163	(2,163)	1,994	4,687	2,693									
3601	WorkersCmp-Cert	15,961	5,320	5,320	5,320	5,320	5,320	5,320	47,881	10,696	37,185	24,318	23,175	(1,143)									
3602	WorkersCmp-Class	-	-	-	-	-	-	-	-	12,110	(12,110)	25,096	26,239	1,143									
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-									
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-									
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-									
3990	PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-									
<b>SUBTOTAL - Employee Benefits</b>											92,134	67,103	100,713	213,982	198,243	157,227	166,530	995,931	821,679	174,253	1,873,362	1,825,086	(48,277)

2022-23 Second Interim Budget											Year to Date			Annual Budget									
MSA 1											Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget							
											Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
<b>Books &amp; Supplies</b>																							
4100	Text&CoreCurric	-	-	66,188	-	-	-	66,188	34,615	31,573	80,000	75,000	(5,000)										
4200	BooksOthRefMats	-	948	1,583	-	-	886	3,417	3,923	(506)	3,500	8,500	5,000										
4300	Ins Mats & Sups 2	-	-	-	-	-	-	-	9,270	(9,270)	20,085	20,085	-										
4310	Ins Mats & Sups	-	-	10,391	512	2,124	9,418	(24)	22,422	27,125	(4,703)	58,770	58,770	-									
4315	OthrSupplies	-	-	-	2,975	4,869	1,649	-	9,493	11,538	(2,046)	25,000	25,000	-									
4320	Office Supplies	-	521	807	2,023	1,829	582	1,001	6,763	11,538	(4,776)	25,000	25,000	-									
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-										
4326	Arts&MusicSupps	-	-	-	-	-	563	-	563	2,308	(1,745)	2,000	5,000	3,000									
4335	PE Supplies	-	-	-	-	-	-	3,287	3,287	23,077	(19,790)	30,000	50,000	20,000									
4340	Educat Software	-	33,250	23,991	-	11,651	-	110	69,002	38,282	30,720	82,943	-										
4345	NonInstStdntSup	-	420	21,702	2,385	9,038	1,236	24,092	58,874	44,861	14,014	57,198	97,198	40,000									
4346	TeacherSupplies	-	-	93	-	-	-	217	310	2,308	(1,998)	5,000	5,000	-									
4350	Cust. Supplies	-	8,877	16,471	2,982	5,735	6,709	13,548	54,323	36,923	17,400	50,000	80,000	30,000									
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-										
4390	Uniforms	-	-	22,772	-	2,852	-	-	25,625	13,846	11,779	25,000	30,000	5,000									
4400	NonCapEquip-Gen	-	-	-	-	28,326	-	9,256	37,582	61,334	(23,752)	158,270	132,891	(25,379)									
4410	ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-										
4430	OfficeFurnEqp<5k	-	-	315	657	-	-	244	1,216	2,308	(1,092)	-	5,000	5,000									
4440	Computers <\$5k	-	-	20,085	-	-	-	3,396	23,481	13,846	9,635	10,000	30,000	20,000									
4460	FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	10,000	-	(10,000)									
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-										
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	4,615	(4,615)	10,000	10,000	-									
4480	FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-	-										
4710	Food	-	-	-	-	-	-	-	-	2,308	(2,308)	5,000	5,000	-									
4720	Food:Other Food	-	5,661	8,893	2,020	919	-	4,745	22,238	5,077	17,161	11,000	11,000	-									
4990	Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-	-	-										
4999	Misc Expenditure (Suspense)	-	953,052	(946,958)	(5,549)	-	31,396	(31,325)	616	-	616	-	-										
<b>SUBTOTAL - Books and Supplies</b>		-	<b>1,002,729</b>	<b>(753,666)</b>	<b>8,004</b>	<b>67,344</b>	<b>51,554</b>	<b>29,434</b>	<b>405,399</b>	<b>349,102</b>	<b>56,297</b>	<b>668,766</b>	<b>756,387</b>	<b>87,621</b>									

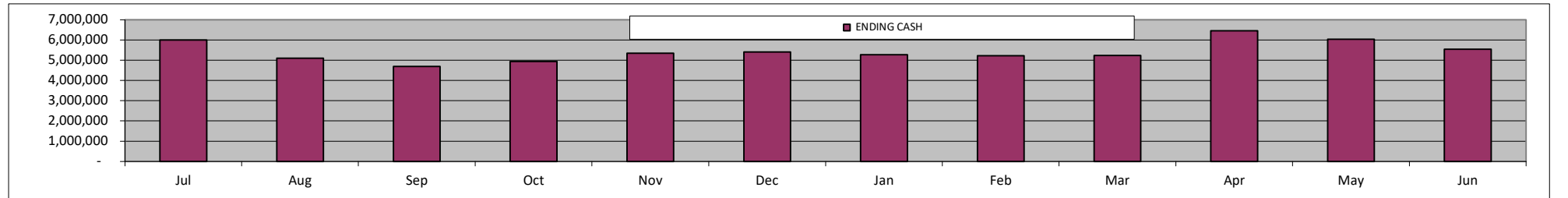
2022-23 Second Interim Budget											Year to Date			Annual Budget		
MSA 1	Year to Date							Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget			
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals									
<b>Services &amp; Other Operating Expenses</b>																
5101	CMO Fees	-	-	-	282,371	-	-	340,596	622,966	554,573	68,394	1,201,574	1,201,574	-		
5200	Travel - General	-	-	-	-	-	-	-	-	-	-	-	-	-		
5205	Conference Fees	-	-	-	-	-	-	-	-	923	(923)	5,000	2,000	(3,000)		
5210	MilesParkTolls	-	95	83	-	-	-	-	178	1,385	(1,207)	3,000	3,000	-		
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-		
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	-		
5300	DuesMemberships	9,350	26	1,691	1,224	816	1,600	2,739	17,446	9,692	7,754	21,000	21,000	-		
5450	Other Insurance	37,455	12,485	12,485	12,485	13,736	13,736	13,736	116,118	69,231	46,887	140,401	150,000	9,599		
5500	OpsHousekeeping	4,051	23,602	24,591	23,105	25,063	27,252	10,734	138,398	102,000	36,398	221,000	221,000	-		
5510	Gas & Electric	-	7,001	6,845	11,535	9,804	8,077	1,238	44,500	30,000	14,500	65,000	65,000	-		
5610	Rent & Leases	110,148	109,528	115,707	109,528	109,528	142,982	109,528	806,949	612,268	194,681	1,326,581	1,326,581	-		
5620	EquipmentLeases	6,129	3,338	5,186	5,293	5,561	6,323	6,730	38,560	41,538	(2,979)	90,000	90,000	-		
5630	Reps&MaintBldng	-	15,913	12,965	50,403	350	20,315	2,559	102,504	164,415	(61,911)	356,233	356,233	-		
5800	ProfessServices	3,180	16,930	2,855	1,855	12,019	6,405	95,598	138,840	184,093	(45,253)	398,868	398,868	-		
5810	Legal	-	1,311	-	-	-	-	-	1,311	16,154	(14,843)	35,000	35,000	-		
5813	SchPrgAftSchool	-	-	-	-	37,956	-	-	37,956	62,790	(24,833)	136,045	136,045	-		
5814	SchPrgAcadComps	-	525	475	-	-	-	-	1,000	3,462	(2,462)	7,500	7,500	-		
5819	SchlProgs-Other	-	4,550	12,917	12,615	(23,019)	3,108	14,222	24,393	22,431	1,962	25,000	48,600	23,600		
5820	Audit & CPA	-	-	1,091	-	3,455	-	1,123	5,668	4,154	1,514	9,000	9,000	-		
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-		
5835	Field Trips	-	850	3,485	2,662	4,680	8,722	5,195	25,595	9,231	16,364	20,000	20,000	-		
5836	FieldTrip Trans	-	-	-	1,075	-	-	-	1,075	46,154	(45,079)	100,000	100,000	-		
5840	MarkngStdtRecrt	-	2,010	1,297	850	-	17,031	5,623	26,811	34,615	(7,805)	75,000	75,000	-		
5850	Oversight Fees	-	-	-	-	-	-	-	-	44,114	(44,114)	95,580	95,580	-		
5857	Payroll Fees	3,009	1,890	2,500	2,485	2,790	2,652	3,365	18,691	13,846	4,845	30,000	30,000	-		
5860	Service Fees	-	-	-	-	-	-	-	-	7,385	(7,385)	16,000	16,000	-		
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-		
5863	Prof Developmnt	-	3,960	5,328	1,263	42	-	275	10,868	22,279	(11,411)	48,272	48,272	-		
5864	Prof Dev-Other	-	6,103	-	-	-	16,000	5,000	27,103	8,336	18,766	18,062	18,062	-		
5865	Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-	-	-		
5869	SpEd Crct Inst	-	-	-	12,619	10,710	9,209	11,458	43,996	85,204	(41,209)	184,609	184,609	-		
5870	Livescan	150	152	299	129	190	-	159	1,079	923	156	500	2,000	1,500		
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-		
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-		
5884	Substitutes	-	-	-	-	52,691	29,391	33,642	115,724	80,769	34,955	80,000	175,000	95,000		
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-		
5900	Communications	-	3,675	1,295	25	25	-	50	5,070	4,615	455	5,000	10,000	5,000		
5910	Communications 2	-	-	-	-	-	-	-	-	-	-	-	-	-		
5920	TelecomInternet	-	700	110	484	489	489	489	2,760	18,462	(15,701)	50,000	40,000	(10,000)		
5930	PostageDelivery	-	1,110	997	-	1,714	493	504	4,817	4,154	663	5,000	9,000	4,000		
5940	Technology	11,788	958	9,527	27,338	21,785	3,044	1,989	76,428	16,159	60,270	35,010	35,010	-		
5990	Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>185,260</b>	<b>216,710</b>	<b>221,726</b>	<b>559,342</b>	<b>290,384</b>	<b>316,828</b>	<b>666,552</b>	<b>2,456,802</b>	<b>2,275,354</b>	<b>181,448</b>	<b>4,804,235</b>	<b>4,929,934</b>	<b>125,699</b>		

2022-23 Second Interim Budget											Annual Budget			
Year to Date											First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget	
MSA 1	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance				
<b>Capital Outlay &amp; Depreciation</b>														
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-
6900	Depreciation	19,687	19,687	21,077	21,077	21,077	21,923	21,993	146,522	296,024	(149,502)	592,048	592,048	-
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>19,687</b>	<b>19,687</b>	<b>21,077</b>	<b>21,077</b>	<b>21,077</b>	<b>21,923</b>	<b>21,993</b>	<b>146,522</b>	<b>296,024</b>	<b>(149,502)</b>	<b>592,048</b>	<b>592,048</b>	<b>-</b>
<b>Other Outflows</b>														
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	2,704	-	-	2,440	5,144	7,500	(2,356)	15,000	15,000	-
<b>SUBTOTAL - Other Outflows</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>2,704</b>	<b>-</b>	<b>-</b>	<b>2,440</b>	<b>5,144</b>	<b>7,500</b>	<b>(2,356)</b>	<b>15,000</b>	<b>15,000</b>	<b>-</b>
<b>TOTAL EXPENSES</b>		<b>415,631</b>	<b>1,551,341</b>	<b>18,855</b>	<b>1,237,526</b>	<b>1,039,057</b>	<b>1,004,920</b>	<b>1,312,822</b>	<b>6,580,153</b>	<b>6,115,959</b>	<b>464,194</b>	<b>13,442,257</b>	<b>13,367,203</b>	<b>(75,054)</b>



2022-23 Monthly Cash Flow (Actuals + Projections)

MSA-1	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>4,691,999</b>	<b>5,996,977</b>	<b>5,098,322</b>	<b>4,692,652</b>	<b>4,936,225</b>	<b>5,341,657</b>	<b>5,402,148</b>	<b>5,275,080</b>	<b>5,218,655</b>	<b>5,226,704</b>	<b>6,447,623</b>	<b>6,036,558</b>	<b>5,538,184</b>	
<b>Revenue</b>														
LCFF Entitlement	127,425	529,778	444,949	1,163,973	664,760	664,759	1,163,973	641,153	761,204	1,072,748	573,535	573,535	895,930	9,277,722
Federal Revenue	-	-	61,604	52,447	65,571	67,899	52,074	-	-	321,437	-	-	748,744	1,369,775
Other State Revenues	36,492	42,528	146,612	112,064	276,627	299,385	370,717	331,819	331,819	384,053	44,797	13,065	593,418	2,983,395
Other Local Revenues	8,546	4,352	162,708	145,761	34,475	40,677	47,062	-	-	-	-	-	(127,864)	315,718
<b>Total Revenue</b>	<b>172,463</b>	<b>576,658</b>	<b>815,873</b>	<b>1,474,245</b>	<b>1,041,433</b>	<b>1,072,720</b>	<b>1,633,826</b>	<b>972,972</b>	<b>1,093,022</b>	<b>1,778,239</b>	<b>618,332</b>	<b>586,600</b>	<b>2,110,228</b>	<b>13,946,611</b>
<b>Expenses</b>														
Certificated Salaries	82,822	182,118	328,295	330,776	344,708	346,316	328,900	328,067	328,067	328,067	328,067	328,067	352,530	3,936,799
Classified Salaries	35,727	62,994	100,709	101,641	117,301	111,072	96,974	109,329	109,329	109,329	109,329	109,329	138,885	1,311,949
Benefits	92,134	67,103	100,713	213,982	198,243	157,227	166,530	143,344	143,344	143,344	143,344	143,344	112,435	1,825,086
Books and Supplies	-	1,002,729	(753,666)	8,004	67,344	51,554	29,434	58,184	58,184	58,184	58,184	58,184	60,070	756,387
Services and Operations	185,260	216,710	221,726	559,342	290,384	316,828	666,552	379,226	379,226	379,226	379,226	379,226	577,003	4,929,934
Depreciation / Cap Outlay	19,687	19,687	21,077	21,077	21,077	21,923	21,993	49,337	49,337	49,337	49,337	49,337	198,840	592,048
Other Outflows	-	-	-	2,704	-	-	2,440	1,250	1,250	1,250	1,250	1,250	3,606	15,000
<b>Total Expenses</b>	<b>415,631</b>	<b>1,551,341</b>	<b>18,855</b>	<b>1,237,526</b>	<b>1,039,057</b>	<b>1,004,920</b>	<b>1,312,822</b>	<b>1,068,736</b>	<b>1,068,736</b>	<b>1,068,736</b>	<b>1,068,736</b>	<b>1,068,736</b>	<b>1,443,369</b>	<b>13,367,203</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals				(321,215)	-	-	-	-	-	-	-	-	-	(321,215)
Accounts Receivable - Current Year	1,131,638	166,399	58,885	352,700	22,752	75,511	-	59,131	59,131	531,208	59,131	59,131	59,131	2,575,615
Other Assets/Accrual Adj	(42,652)	(259,456)	(180,005)	5,434	(233,137)	(5,944)	(91,089)	-	-	-	-	-	-	(806,850)
Fixed Assets - Depreciation Addback								49,337	49,337	49,337	49,337	49,337	49,337	246,687
Fixed Assets - Acquisitions														-
Due To (From)	(80,824)	327,710	(107,513)	(24,917)	(77,488)	(77,392)	(73,816)		(55,577)			(55,577)		(225,395)
Expenses - Prior Year Accruals														-
Accounts Payable - Current Year	(620,510)	(97,344)	(22,924)	(10,902)	(14,358)	(10,883)	6,925	(69,129)	(69,129)	(69,129)	(69,129)	(69,129)	(69,129)	(1,115,638)
Summer Holdback for Teachers														-
Loans Payable (Current)														-
Loans Payable (Long Term)														-
Other	1,160,494	(61,280)	(951,130)	5,755	705,287	11,398	(290,091)							580,433
<b>Total Other Transactions</b>	<b>1,548,146</b>	<b>76,029</b>	<b>#####</b>	<b>6,855</b>	<b>403,056</b>	<b>(7,310)</b>	<b>(448,072)</b>	<b>39,339</b>	<b>(16,237)</b>	<b>511,417</b>	<b>39,339</b>	<b>(16,238)</b>		<b>933,636</b>
<b>Total Change in Cash</b>	<b>1,304,978</b>	<b>(898,654)</b>	<b>(405,671)</b>	<b>243,573</b>	<b>405,432</b>	<b>60,490</b>	<b>(127,067)</b>	<b>(56,425)</b>	<b>8,049</b>	<b>1,220,919</b>	<b>(411,065)</b>	<b>(498,374)</b>		<b>1,513,044</b>
<b>ENDING CASH</b>	<b>5,996,977</b>	<b>5,098,322</b>	<b>4,692,652</b>	<b>4,936,225</b>	<b>5,341,657</b>	<b>5,402,148</b>	<b>5,275,080</b>	<b>5,218,655</b>	<b>5,226,704</b>	<b>6,447,623</b>	<b>6,036,558</b>	<b>5,538,184</b>		<<< = 151 days cash





2022-23 Second Interim Budget										Year to Date			Annual Budget		
MSA 2	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget		
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals								
Projected Average Daily Attendance:													485	473	12
<b>SUMMARY</b>															
<b>Revenue</b>															
LCFF Entitlement	87,854	359,601	301,032	784,677	448,146	448,145	784,678	3,214,133	2,692,863	521,270	6,714,645	6,631,360	(83,285)		
Federal Revenue	-	-	66,500	-	29,359	42,464	19,056	157,379	226,941	(69,562)	965,842	969,239	3,397		
Other State Revenues	23,986	29,573	96,400	70,401	245,715	206,867	359,472	1,032,413	376,515	655,899	1,632,832	1,619,132	(13,700)		
Other Local Revenues	4,416	578	4,404	35,574	8,851	7,620	1,172	62,615	38,466	24,150	42,118	78,117	35,999		
<b>Total Revenue</b>	<b>116,256</b>	<b>389,752</b>	<b>468,336</b>	<b>890,652</b>	<b>732,071</b>	<b>705,096</b>	<b>1,164,378</b>	<b>4,466,541</b>	<b>3,334,784</b>	<b>1,131,757</b>	<b>9,355,437</b>	<b>9,297,849</b>	<b>(57,589)</b>		
<b>Expenditures</b>															
Certificated Salaries	84,348	120,350	221,945	226,654	233,984	232,705	218,462	1,338,448	1,212,176	126,272	2,776,346	2,706,787	(69,559)		
Classified Salaries	37,262	69,708	83,592	82,668	87,414	81,829	52,701	495,173	435,685	59,488	956,217	956,217	-		
Benefits	77,909	54,228	74,978	156,576	139,308	116,617	116,208	735,824	634,717	101,108	1,310,044	1,291,048	(18,996)		
Books and Supplies	1,745	56,999	121,769	28,956	31,231	25,871	21,473	288,044	242,395	45,649	549,442	517,872	(31,570)		
Services and Operating Exp.	52,975	57,007	66,742	331,619	104,205	64,140	464,659	1,141,347	1,322,206	(180,859)	2,962,779	2,864,779	(98,000)		
Depreciation & Cap Outlay	14,973	14,973	11,504	10,465	10,465	10,465	10,465	83,312	67,895	15,417	135,790	135,790	-		
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Expenditures</b>	<b>269,213</b>	<b>373,265</b>	<b>580,530</b>	<b>836,939</b>	<b>606,607</b>	<b>531,626</b>	<b>883,969</b>	<b>4,082,149</b>	<b>3,915,075</b>	<b>167,074</b>	<b>8,690,618</b>	<b>8,472,493</b>	<b>(218,125)</b>		
<b>Net Revenues</b>								<b>384,392</b>	<b>(580,290)</b>	<b>964,683</b>	<b>664,819</b>	<b>825,355</b>	<b>160,536</b>		
<b>Fund Balance</b>															
Beginning Balance (Audited)													3,805,042		
Net Revenues													825,355		
<b>Ending Fund Balance</b>													<b>4,630,397</b>		
<b>Components of Fund Bal.</b>															
Available For Econ. Uncert.													3,906,472		
Restricted Balances (Est.)													64,319		
Net Fixed Assets													659,606		
<b>Ending Fund Balance</b>													<b>4,630,397</b>		



2022-23 Second Interim Budget														
Year to Date											Annual Budget			
MSA 2	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget	
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals							
<b>REVENUE DETAIL</b>														
<b>LCFF Entitlement</b>														
8011	State Aid	-	183,892	183,892	331,006	331,006	331,006	1,691,808	1,726,554	(34,746)	3,731,963	3,753,378	21,415	
8012	EPA Entitlement	-	-	-	336,532	-	-	336,532	336,532	336,532	1,428,661	1,378,511	(50,150)	
8019	Prior Year Adjustments	(1)	-	-	-	-	-	(1)	(1)	-	-	-	-	
8096	InLieuPropTaxes	87,855	175,709	117,140	117,139	117,140	117,139	849,262	629,778	219,484	1,554,021	1,499,471	(54,550)	
<b>SUBTOTAL - LCFF Entitlement</b>		<b>87,854</b>	<b>359,601</b>	<b>301,032</b>	<b>784,677</b>	<b>448,146</b>	<b>448,145</b>	<b>784,678</b>	<b>3,214,133</b>	<b>2,692,863</b>	<b>521,270</b>	<b>6,714,645</b>	<b>6,631,360</b>	<b>(83,285)</b>
<b>Federal Revenue</b>														
8181	SpEd - Revenue	-	-	-	-	-	-	-	-	-	61,959	61,474	(485)	
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	
8290	All Other Federal Revenue	-	-	66,500	-	29,359	42,464	19,056	157,379	226,941	(69,562)	903,883	907,765	3,882
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Federal Revenue</b>		<b>-</b>	<b>-</b>	<b>66,500</b>	<b>-</b>	<b>29,359</b>	<b>42,464</b>	<b>19,056</b>	<b>157,379</b>	<b>226,941</b>	<b>(69,562)</b>	<b>965,842</b>	<b>969,239</b>	<b>3,397</b>
<b>Other State Revenue</b>														
8311	SpEd Revenue	18,464	18,464	33,235	32,918	32,918	35,015	32,918	203,932	168,917	35,015	390,191	376,491	(13,700)
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	14,882	-	-	14,882	15,353	(471)	15,353	15,353	-
8560	StateLotteryRev	-	-	(1,811)	-	-	-	56,874	55,062	(1,811)	56,874	115,052	115,052	-
8590	AllOthStateRev	5,522	11,109	64,976	37,483	197,915	171,852	269,680	758,537	194,056	564,481	1,112,236	1,112,236	-
8595	State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Other State Revenue</b>		<b>23,986</b>	<b>29,573</b>	<b>96,400</b>	<b>70,401</b>	<b>245,715</b>	<b>206,867</b>	<b>359,472</b>	<b>1,032,413</b>	<b>376,515</b>	<b>655,899</b>	<b>1,632,832</b>	<b>1,619,132</b>	<b>(13,700)</b>
<b>Local Revenue</b>														
8600	Other Local Rev	-	-	-	-	-	-	-	-	1	(1)	1	1	-
8634	StudentLunchFee	-	-	-	414	-	-	-	414	-	414	-	-	-
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
8682	Summer School	-	-	-	-	-	-	-	-	-	-	-	-	-
8677	SpEd Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
8695	Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-	-	-	-
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	4,416	-	-	35,779	-	294	-	40,489	20,500	19,989	5,001	41,000	35,999
8980	Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-	-	-
8999	Misc Revenue (Suspense)	-	578	4,404	(4,982)	-	6,276	(6,276)	(0)	-	(0)	-	-	-
<b>SUBTOTAL - Local Revenue</b>		<b>4,416</b>	<b>578</b>	<b>4,404</b>	<b>31,211</b>	<b>-</b>	<b>6,570</b>	<b>(6,276)</b>	<b>40,903</b>	<b>20,501</b>	<b>20,403</b>	<b>5,002</b>	<b>41,001</b>	<b>35,999</b>

2022-23 Second Interim Budget											Year to Date			Annual Budget		
MSA 2	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget			
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals									
<b>Fundraising &amp; Grants</b>																
8802	Donations - Private	-	-	-	-	-	-	-	2,965	(2,965)	7,116	7,116	-			
8803	Fundraising	-	-	-	4,363	8,851	1,050	7,448	21,712	15,000	6,712	30,000	30,000	-		
<b>SUBTOTAL - Fundraising &amp; Grants</b>		-	-	-	<b>4,363</b>	<b>8,851</b>	<b>1,050</b>	<b>7,448</b>	<b>21,712</b>	<b>17,965</b>	<b>3,747</b>	<b>37,116</b>	<b>37,116</b>	-		
<b>TOTAL REVENUE</b>																
		<b>116,256</b>	<b>389,752</b>	<b>468,336</b>	<b>890,652</b>	<b>732,071</b>	<b>705,096</b>	<b>1,164,378</b>	<b>4,466,541</b>	<b>3,334,784</b>	<b>1,131,757</b>	<b>9,355,437</b>	<b>9,297,849</b>	<b>(57,589)</b>		
<b>EXPENSES DETAIL</b>																
<b>Certificated Salaries</b>																
1100	TeacherSalaries	57,667	77,472	165,831	167,290	172,814	163,133	163,165	967,371	877,204	90,168	2,041,439	1,966,888	(74,551)		
1200	Cert Aid	-	4,732	16,334	19,394	22,000	21,571	17,288	101,319	112,376	(11,057)	269,702	269,702	-		
1300	Cert Adminis	26,681	38,147	39,780	39,970	39,170	48,000	38,010	269,758	222,597	47,161	465,205	470,197	4,992		
<b>SUBTOTAL - Certificated Salaries</b>		<b>84,348</b>	<b>120,350</b>	<b>221,945</b>	<b>226,654</b>	<b>233,984</b>	<b>232,705</b>	<b>218,462</b>	<b>1,338,448</b>	<b>1,212,176</b>	<b>126,272</b>	<b>2,776,346</b>	<b>2,706,787</b>	<b>(69,559)</b>		
<b>Classified Salaries</b>																
2100	Instructional Aides	6,974	8,135	16,774	16,684	17,832	17,858	12,794	97,051	86,184	10,867	190,104	190,104	-		
2200	Classified Support	19,007	31,296	37,771	36,695	38,391	38,353	31,310	232,824	254,970	(22,146)	566,310	566,310	-		
2300	Classified Admin	-	1,650	-	438	-	-	-	2,088	-	2,088	-	-	-		
2400	Clerical & Tech	11,281	28,626	29,046	28,852	31,191	25,617	8,597	163,210	94,532	68,679	199,802	199,802	-		
2900	OtherClassStaff	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>SUBTOTAL - Classified Salaries</b>		<b>37,262</b>	<b>69,708</b>	<b>83,592</b>	<b>82,668</b>	<b>87,414</b>	<b>81,829</b>	<b>52,701</b>	<b>495,173</b>	<b>435,685</b>	<b>59,488</b>	<b>956,217</b>	<b>956,217</b>	-		
<b>Employee Benefits</b>																
3101	STRS-Certified	15,079	21,602	39,478	39,931	19,061	39,781	38,951	213,883	192,391	21,492	406,781	394,908	(11,873)		
3102	STRS-Classified	-	315	-	-	-	-	-	315	23,363	(23,048)	46,951	47,333	382		
3201	PERS-Cert	-	1,840	3,501	4,144	3,964	3,411	3,669	20,529	43,674	(23,145)	93,692	88,483	(5,209)		
3202	PERS-Classified	7,034	16,838	20,626	19,668	19,829	20,067	12,661	116,723	52,961	63,762	108,305	107,298	(1,007)		
3301	OASDI/Med-Cert	1,406	2,191	4,145	4,335	4,564	4,244	4,155	25,041	27,967	(2,926)	59,133	56,661	(2,472)		
3302	OASDI/Med-Class	2,851	5,230	6,391	6,320	6,642	6,577	4,333	38,345	17,743	20,601	36,222	35,948	(275)		
3401	HlthWelfareCert	35,749	2,775	2,884	74,902	81,812	39,101	44,263	281,485	186,086	95,399	384,107	377,006	(7,101)		
3402	HlthWelfareCert	-	-	-	-	-	-	-	-	66,363	(66,363)	134,983	134,450	(533)		
3501	UI-Certificated	5,483	-	(5,483)	3,840	-	-	4,739	8,580	5,963	2,616	4,998	12,082	7,084		
3502	UI-Classified	-	-	-	-	-	-	-	-	1,655	(1,655)	1,345	3,354	2,008		
3601	WorkersCmp-Cert	10,308	3,436	3,436	3,436	3,436	3,436	3,436	30,924	8,852	22,072	17,837	17,933	96		
3602	WorkersCmp-Class	-	-	-	-	-	-	-	-	7,696	(7,696)	15,689	15,593	(96)		
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-		
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-		
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-		
3990	PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>SUBTOTAL - Employee Benefits</b>		<b>77,909</b>	<b>54,228</b>	<b>74,978</b>	<b>156,576</b>	<b>139,308</b>	<b>116,617</b>	<b>116,208</b>	<b>735,824</b>	<b>634,717</b>	<b>101,108</b>	<b>1,310,044</b>	<b>1,291,048</b>	<b>(18,996)</b>		

2022-23 Second Interim Budget											Year to Date			Annual Budget		
MSA 2	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget			
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals									
<b>Books &amp; Supplies</b>																
4100 Text&CoreCurric	-	-	45,032	-	-	-	-	45,032	25,839	19,193	89,598	64,598	(25,000)			
4200 BooksOthRefMats	-	-	-	-	-	-	-	-	400	(400)	1,000	1,000	-			
4300 Ins Mats & Sups 2	-	-	-	-	-	-	-	-	-	-	-	-	-			
4310 Ins Mats & Sups	-	803	2,572	-	1,583	0	4,143	9,101	14,777	(5,676)	55,824	35,739	(20,085)			
4315 OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-			
4320 Office Supplies	1,663	2,592	3,153	9,086	3,938	5,001	5,154	30,587	26,553	4,033	48,500	60,000	11,500			
4325 ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-			
4326 Arts&MusicSupps	-	2,403	7,685	2,458	-	2,495	1,557	16,598	10,242	6,357	15,000	22,000	7,000			
4335 PE Supplies	-	239	642	-	245	-	245	1,371	1,743	(372)	3,000	4,000	1,000			
4340 Educat Software	-	30,524	16,930	3,125	5,474	3,896	27,995	87,944	60,836	27,109	106,303	106,303	-			
4345 NonInstStdntSup	-	3,798	6,405	2,481	1,945	2,585	3,725	20,938	32,920	(11,982)	76,604	76,604	-			
4346 TeacherSupplies	-	74	871	-	-	-	674	1,619	1,245	374	-	3,000	3,000			
4350 Cust. Supplies	82	1,091	991	1,853	1,107	1,168	-	6,292	6,304	(12)	14,000	14,000	-			
4351 Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-			
4390 Uniforms	-	102	20,870	-	-	-	-	20,971	8,861	12,110	22,000	22,000	-			
4400 NonCapEquip-Gen	-	-	354	-	-	-	-	354	7,400	(7,046)	18,500	18,500	-			
4410 ClssrmFmEqp<5k	-	-	130	-	-	-	-	130	2,800	(2,670)	7,000	7,000	-			
4430 OfficeFurnEqp<5k	-	-	510	1,704	547	-	-	2,761	2,000	761	5,000	5,000	-			
4440 Computers <\$5k	-	14,066	2,210	-	6,257	-	-	22,533	22,440	93	35,000	35,000	-			
4460 FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	-	-	-			
4461 Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-			
4464 Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	8,985	-	(8,985)			
4480 FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-			
4710 Food	-	-	-	-	-	-	-	-	2,000	(2,000)	5,000	5,000	-			
4720 Food:Other Food	-	1,307	12,914	2,443	-	-	4,648	21,312	15,584	5,728	37,000	37,000	-			
4990 Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-	-	-	-			
4999 Misc Expenditure (Suspense)	-	-	500	5,807	10,135	10,725	(26,667)	500	451	49	1,128	1,128	-			
<b>SUBTOTAL - Books and Supplies</b>	<b>1,745</b>	<b>56,999</b>	<b>121,769</b>	<b>28,956</b>	<b>31,231</b>	<b>25,871</b>	<b>21,473</b>	<b>288,044</b>	<b>242,395</b>	<b>45,649</b>	<b>549,442</b>	<b>517,872</b>	<b>(31,570)</b>			

2022-23 Second Interim Budget										Year to Date			Annual Budget		
MSA 2	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget		
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals								
<b>Services &amp; Other Operating Expenses</b>															
5101	-	-	-	250,996	-	-	351,054	602,050	554,573	47,477	1,201,574	1,201,574	-		
5200	-	946	-	-	-	-	-	946	462	484	-	1,000	1,000		
5205	-	-	-	-	-	-	-	-	1,385	(1,385)	3,000	3,000	-		
5210	-	53	-	-	-	180	285	518	923	(405)	2,000	2,000	-		
5215	-	-	-	-	-	-	-	-	-	-	-	-	-		
5220	-	-	-	-	-	-	307	307	2,308	(2,001)	5,000	5,000	-		
5300	5,825	22	1,209	2,066	3,475	500	1,546	14,642	7,385	7,258	10,000	16,000	6,000		
5450	17,289	5,763	5,763	5,763	5,763	5,763	5,763	51,867	30,000	21,867	65,000	65,000	-		
5500	197	7,315	6,279	16,215	6,491	7,612	6,522	50,630	61,385	(10,755)	163,000	133,000	(30,000)		
5510	-	-	-	-	-	-	-	-	-	-	-	-	-		
5610	18,750	18,750	18,750	18,750	21,150	18,750	21,950	136,850	113,077	23,773	225,000	245,000	20,000		
5620	1,156	1,156	3,053	2,620	1,268	1,156	2,734	13,142	11,538	1,604	25,000	25,000	-		
5630	-	-	-	-	-	-	-	-	9,231	(9,231)	40,000	20,000	(20,000)		
5800	2,820	6,005	1,855	2,335	5,966	1,855	32,035	52,869	129,032	(76,163)	279,569	279,569	-		
5810	-	-	4,000	-	-	-	-	4,000	11,538	(7,538)	45,000	25,000	(20,000)		
5813	-	-	-	-	-	-	-	-	93,875	(93,875)	203,396	203,396	-		
5814	-	295	-	703	-	-	1,300	2,298	1,846	452	4,000	4,000	-		
5819	1,800	1,175	-	371	1,770	3,909	5,153	14,177	18,462	(4,285)	80,000	40,000	(40,000)		
5820	-	-	1,091	-	3,455	-	1,123	5,668	5,769	(101)	12,500	12,500	-		
5825	-	-	-	-	-	-	-	-	-	-	-	-	-		
5835	-	-	1,120	911	1,815	-	143	3,989	23,077	(19,088)	50,000	50,000	-		
5836	-	-	1,575	6,510	4,385	8,132	5,281	25,884	18,462	7,422	40,000	40,000	-		
5840	-	850	850	850	-	2,550	3,761	8,861	13,846	(4,986)	30,000	30,000	-		
5850	-	-	-	-	-	-	-	-	30,991	(30,991)	67,146	67,146	-		
5857	2,422	1,477	1,731	1,724	1,834	1,849	2,238	13,275	9,231	4,044	20,000	20,000	-		
5860	-	-	-	-	-	-	-	-	1,846	(1,846)	4,000	4,000	-		
5861	-	-	-	-	-	-	-	-	-	-	-	-	-		
5863	-	7,900	-	1,594	-	4,000	578	14,072	13,615	457	29,500	29,500	-		
5864	-	-	-	-	-	645	5,250	5,895	11,769	(5,874)	25,500	25,500	-		
5865	-	-	-	-	-	-	-	-	-	-	-	-	-		
5869	-	-	7,975	4,529	12,776	3,548	6,410	35,238	44,219	(8,981)	95,809	95,809	-		
5870	-	-	171	151	-	-	-	322	346	(25)	750	750	-		
5872	-	-	-	-	-	-	-	-	-	-	-	-	-		
5875	-	-	-	-	-	-	-	-	-	-	-	-	-		
5884	-	825	2,525	6,611	33,579	-	-	43,540	69,231	(25,691)	150,000	150,000	-		
5890	-	729	-	250	-	-	-	979	-	979	-	-	-		
5900	-	2,577	22	12	-	-	36	2,647	2,308	339	-	5,000	5,000		
5910	-	-	-	-	-	-	-	-	-	-	-	-	-		
5920	-	213	217	217	-	143	331	1,121	9,231	(8,110)	55,000	20,000	(35,000)		
5930	-	-	655	-	-	504	-	1,159	2,308	(1,149)	5,000	5,000	-		
5940	2,716	958	7,903	8,443	479	3,044	10,860	34,403	18,939	15,464	26,035	41,035	15,000		
5990	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>52,975</b>	<b>57,007</b>	<b>66,742</b>	<b>331,619</b>	<b>104,205</b>	<b>64,140</b>	<b>464,659</b>	<b>1,141,347</b>	<b>1,322,206</b>	<b>(180,859)</b>	<b>2,962,779</b>	<b>2,864,779</b>	<b>(98,000)</b>		

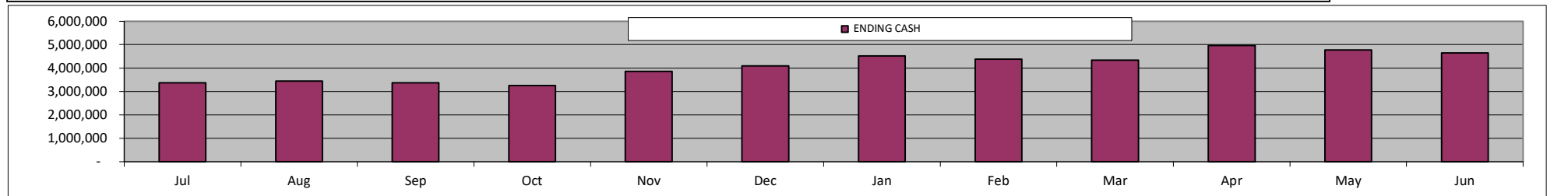
2022-23 Second Interim Budget		Year to Date									Annual Budget			
MSA 2		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
<b>Capital Outlay &amp; Depreciation</b>														
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-
6900	Depreciation	14,973	14,973	11,504	10,465	10,465	10,465	10,465	83,312	67,895	15,417	135,790	135,790	-
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>14,973</b>	<b>14,973</b>	<b>11,504</b>	<b>10,465</b>	<b>10,465</b>	<b>10,465</b>	<b>10,465</b>	<b>83,312</b>	<b>67,895</b>	<b>15,417</b>	<b>135,790</b>	<b>135,790</b>	<b>-</b>
<b>Other Outflows</b>														
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Other Outflows</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>		<b>269,213</b>	<b>373,265</b>	<b>580,530</b>	<b>836,939</b>	<b>606,607</b>	<b>531,626</b>	<b>883,969</b>	<b>4,082,149</b>	<b>3,915,075</b>	<b>167,074</b>	<b>8,690,618</b>	<b>8,472,493</b>	<b>(218,125)</b>



2022-23 Monthly Cash Flow (Actuals + Projections)

MSA-2	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>3,159,968</b>	<b>3,368,754</b>	<b>3,440,547</b>	<b>3,365,798</b>	<b>3,254,303</b>	<b>3,861,665</b>	<b>4,100,984</b>	<b>4,512,113</b>	<b>4,380,795</b>	<b>4,337,346</b>	<b>4,964,089</b>	<b>4,780,284</b>	<b>4,638,877</b>	
<b>Revenue</b>														
LCFF Entitlement	87,854	359,601	301,032	784,677	448,146	448,145	784,678	457,762	545,631	744,802	408,270	408,270	852,493	6,631,360
Federal Revenue	-	-	66,500	-	29,359	42,464	19,056	-	-	226,941	-	-	584,919	969,239
Other State Revenues	23,986	29,573	96,400	70,401	245,715	206,867	359,472	97,786	97,786	97,786	97,786	97,786	97,786	1,619,132
Other Local Revenues	4,416	578	4,404	35,574	8,851	7,620	1,172	6,510	6,510	2,482	-	-	0	78,117
<b>Total Revenue</b>	<b>116,256</b>	<b>389,752</b>	<b>468,336</b>	<b>890,652</b>	<b>732,071</b>	<b>705,096</b>	<b>1,164,378</b>	<b>562,058</b>	<b>649,927</b>	<b>1,072,012</b>	<b>506,056</b>	<b>506,056</b>	<b>1,535,198</b>	<b>9,297,849</b>
<b>Expenses</b>														
Certificated Salaries	84,348	120,350	221,945	226,654	233,984	232,705	218,462	225,566	225,566	225,566	225,566	225,566	240,511	2,706,787
Classified Salaries	37,262	69,708	83,592	82,668	87,414	81,829	52,701	79,685	79,685	79,685	79,685	79,685	62,620	956,217
Benefits	77,909	54,228	74,978	156,576	139,308	116,617	116,208	107,587	107,587	107,587	107,587	107,587	17,287	1,291,048
Books and Supplies	1,745	56,999	121,769	28,956	31,231	25,871	21,473	45,913	45,913	45,913	42,398	-	49,692	517,872
Services and Operations	52,975	57,007	66,742	331,619	104,205	64,140	464,659	220,368	220,368	220,368	220,368	220,368	621,594	2,864,779
Depreciation / Cap Outlay	14,973	14,973	11,504	10,465	10,465	10,465	10,465	11,316	11,316	11,316	11,316	4,664	2,551	135,790
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>269,213</b>	<b>373,265</b>	<b>580,530</b>	<b>836,939</b>	<b>606,607</b>	<b>531,626</b>	<b>883,969</b>	<b>690,434</b>	<b>690,434</b>	<b>690,434</b>	<b>686,919</b>	<b>637,869</b>	<b>994,255</b>	<b>8,472,493</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	700,459	40,157	60,495	247,462	698	46,130	(4,994)	46,200	46,200	294,307	46,200	46,200	-	1,569,514
Other Assets/Accrual Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets - Depreciation Addback	14,973	14,973	11,504	(395,935)	(8,535)	1,465	-	11,316	11,316	11,316	11,316	4,664	-	(311,627)
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To (From)	-	132,499	1,635	(35,779)	-	-	(252,217)	-	-	-	-	-	-	(153,862)
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	(337,121)	(79,742)	(36,189)	12,790	17,262	14,423	26,948	(60,458)	(60,458)	(60,458)	(60,458)	(60,458)	-	(683,919)
Summer Holdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	(16,568)	(52,582)	-	6,255	472,472	3,831	360,984	-	-	-	-	-	-	774,392
<b>Total Other Transactions</b>	<b>361,743</b>	<b>55,305</b>	<b>37,445</b>	<b>(165,207)</b>	<b>481,897</b>	<b>65,849</b>	<b>130,721</b>	<b>(2,942)</b>	<b>(2,942)</b>	<b>245,165</b>	<b>(2,942)</b>	<b>(9,594)</b>		<b>1,194,497</b>
<b>Total Change in Cash</b>	<b>208,786</b>	<b>71,792</b>	<b>(74,749)</b>	<b>(111,494)</b>	<b>607,362</b>	<b>239,319</b>	<b>411,130</b>	<b>(131,318)</b>	<b>(43,449)</b>	<b>626,743</b>	<b>(183,805)</b>	<b>(141,407)</b>		<b>2,019,853</b>

<b>ENDING CASH</b>	<b>3,368,754</b>	<b>3,440,547</b>	<b>3,365,798</b>	<b>3,254,303</b>	<b>3,861,665</b>	<b>4,100,984</b>	<b>4,512,113</b>	<b>4,380,795</b>	<b>4,337,346</b>	<b>4,964,089</b>	<b>4,780,284</b>	<b>4,638,877</b>	<<< = 200 days cash
--------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	---------------------



2022-23 Second Interim Budget										Year to Date			Annual Budget		
MSA 3	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget		
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals								
Projected Average Daily Attendance:											362	340	22		
<b>SUMMARY</b>															
<b>Revenue</b>															
LCFF Entitlement	67,410	266,359	221,419	583,100	326,650	326,649	583,101	2,374,688	1,857,412	517,276	5,082,307	4,557,191	(525,116)		
Federal Revenue	-	-	-	40	3,661	31,896	14,856	50,453	41,882	8,571	206,725	212,995	6,270		
Other State Revenues	20,497	19,969	83,349	81,337	227,154	154,433	116,567	703,306	328,178	375,128	2,740,387	2,148,553	(591,834)		
Other Local Revenues	3,772	-	679	7,605	1,363	9,315	1,645	24,379	29,330	(4,951)	26,069	26,069	-		
<b>Total Revenue</b>	<b>91,679</b>	<b>286,328</b>	<b>305,447</b>	<b>672,082</b>	<b>558,827</b>	<b>522,293</b>	<b>716,169</b>	<b>3,152,826</b>	<b>2,256,802</b>	<b>896,024</b>	<b>8,055,488</b>	<b>6,944,808</b>	<b>(1,110,680)</b>		
<b>Expenditures</b>															
Certificated Salaries	53,604	108,277	208,965	209,123	222,247	227,452	232,806	1,262,474	1,169,700	92,774	2,720,029	2,678,630	(41,399)		
Classified Salaries	23,619	49,045	72,772	72,623	75,253	75,721	64,174	433,207	335,090	98,117	841,799	747,532	(94,268)		
Benefits	64,599	31,621	45,481	194,660	133,121	114,432	116,606	700,519	594,846	105,673	1,307,100	1,272,594	(34,506)		
Books and Supplies	-	36,397	91,729	45,471	15,970	6,260	7,515	203,341	129,611	73,731	310,227	279,641	(30,586)		
Services and Operating Exp.	58,511	42,819	83,696	267,691	110,008	78,098	411,817	1,052,639	855,848	196,791	2,297,556	2,263,556	(34,000)		
Depreciation & Cap Outlay	9,917	9,917	9,917	9,917	9,917	9,917	9,917	69,418	59,501	9,917	119,002	119,002	-		
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Expenditures</b>	<b>210,249</b>	<b>278,076</b>	<b>512,559</b>	<b>799,485</b>	<b>566,516</b>	<b>511,879</b>	<b>842,835</b>	<b>3,721,599</b>	<b>3,144,596</b>	<b>577,002</b>	<b>7,595,713</b>	<b>7,360,954</b>	<b>(234,759)</b>		
<b>Net Revenues</b>								<b>(568,773)</b>	<b>(887,794)</b>	<b>319,022</b>	<b>459,775</b>	<b>(416,146)</b>	<b>(875,921)</b>		
<b>Fund Balance</b>															
Beginning Balance (Audited)												2,646,594			
Net Revenues												(416,146)			
<b>Ending Fund Balance</b>												<b>2,230,448</b>			
<b>Components of Fund Bal.</b>															
Available For Econ. Uncert.												1,962,930			
Restricted Balances (Est.)												84,334			
Net Fixed Assets												183,184			
<b>Ending Fund Balance</b>												<b>2,230,448</b>			





2022-23 Second Interim Budget											Annual Budget			
Year to Date											First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget	
MSA 3	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance				
<b>REVENUE DETAIL</b>														
<b>LCFF Entitlement</b>														
8011	State Aid	-	131,538	131,538	236,769	236,769	236,769	236,769	1,210,152	1,148,687	61,465	2,825,004	2,497,146	(327,858)
8012	EPA Entitlement	-	-	-	256,450	-	-	256,451	512,901	256,450	256,451	1,077,342	983,197	(94,145)
8019	Prior Year Adjustments	(1)	-	-	-	-	-	-	(1)	(1)	-	-	-	-
8096	InLieuPropTaxes	67,411	134,821	89,881	89,881	89,881	89,881	89,881	651,636	452,276	199,360	1,179,961	1,076,848	(103,113)
<b>SUBTOTAL - LCFF Entitlement</b>		<b>67,410</b>	<b>266,359</b>	<b>221,419</b>	<b>583,100</b>	<b>326,650</b>	<b>326,649</b>	<b>583,101</b>	<b>2,374,688</b>	<b>1,857,412</b>	<b>517,276</b>	<b>5,082,307</b>	<b>4,557,191</b>	<b>(525,116)</b>
<b>Federal Revenue</b>														
8181	SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	47,045	45,469	(1,576)
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	All Other Federal Revenue	-	-	-	40	3,661	31,896	14,856	50,453	41,882	8,571	159,680	167,526	7,846
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Federal Revenue</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>40</b>	<b>3,661</b>	<b>31,896</b>	<b>14,856</b>	<b>50,453</b>	<b>41,882</b>	<b>8,571</b>	<b>206,725</b>	<b>212,995</b>	<b>6,270</b>
<b>Other State Revenue</b>														
8311	SpEd Revenue	14,233	14,233	25,619	25,248	25,248	27,589	25,248	157,418	129,829	27,589	296,271	270,386	(25,885)
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	13,178	-	-	13,178	13,522	(344)	13,522	13,522	-
8560	StateLotteryRev	-	-	-	26,585	-	-	10,225	36,810	26,585	10,225	85,783	85,783	-
8590	AllOthStateRev	6,264	5,736	57,730	29,504	188,728	126,844	81,095	495,901	158,242	337,659	2,344,811	1,778,862	(565,949)
8595	State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Other State Revenue</b>		<b>20,497</b>	<b>19,969</b>	<b>83,349</b>	<b>81,337</b>	<b>227,154</b>	<b>154,433</b>	<b>116,567</b>	<b>703,306</b>	<b>328,178</b>	<b>375,128</b>	<b>2,740,387</b>	<b>2,148,553</b>	<b>(591,834)</b>
<b>Local Revenue</b>														
8600	Other Local Rev	-	-	-	-	-	-	-	-	0	(0)	-	1	1
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
8682	Summer School	-	-	-	-	-	-	-	-	-	-	-	-	-
8677	SpEd Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
8695	Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-	-	-	-
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	3,772	-	-	6,737	-	304	-	10,813	11,646	(833)	5,001	5,000	(1)
8980	Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-	-	-
8999	Misc Revenue (Suspense)	-	-	259	(259)	1,363	9,011	(5,372)	5,001	10,115	(5,113)	-	-	-
<b>SUBTOTAL - Local Revenue</b>		<b>3,772</b>	<b>-</b>	<b>259</b>	<b>6,478</b>	<b>1,363</b>	<b>9,315</b>	<b>(5,372)</b>	<b>15,814</b>	<b>21,761</b>	<b>(5,947)</b>	<b>5,001</b>	<b>5,001</b>	<b>-</b>

2022-23 Second Interim Budget		Year to Date									Annual Budget		
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget
<b>MSA 3</b>													
<b>Fundraising &amp; Grants</b>													
8802	Donations - Private	-	-	-	-	-	710	710	593	117	7,116	7,116	-
8803	Fundraising	-	-	420	1,127	-	6,308	7,855	6,976	878	13,952	13,952	-
<b>SUBTOTAL - Fundraising &amp; Grants</b>		-	-	420	1,127	-	7,018	8,565	7,569	995	21,068	21,068	-
<b>TOTAL REVENUE</b>		91,679	286,328	305,447	672,082	558,827	716,169	3,152,826	2,256,802	896,024	8,055,488	6,944,808	(1,110,680)
<b>EXPENSES DETAIL</b>													
<b>Certificated Salaries</b>													
1100	TeacherSalaries	22,760	65,221	158,161	166,553	176,263	168,887	934,253	828,432	105,821	1,960,859	1,933,613	(27,246)
1200	Cert Aid	3,500	7,748	15,496	15,496	15,496	16,621	93,148	109,496	(16,348)	184,188	254,390	70,202
1300	Cert Adminis	27,344	35,308	35,308	27,074	30,488	41,944	235,074	231,772	3,301	574,983	490,628	(84,355)
<b>SUBTOTAL - Certificated Salaries</b>		53,604	108,277	208,965	209,123	222,247	232,806	1,262,474	1,169,700	92,774	2,720,029	2,678,630	(41,399)
<b>Classified Salaries</b>													
2100	Instructional Aides	7,769	18,589	28,526	28,061	29,475	28,419	162,919	131,248	31,671	328,841	296,350	(32,492)
2200	Classified Support	7,556	14,673	20,563	19,761	20,817	20,882	121,635	98,859	22,776	219,128	219,128	-
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	8,294	15,783	23,682	24,801	24,961	26,421	148,653	104,983	43,670	293,830	232,054	(61,776)
2900	OtherClassStaff	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Classified Salaries</b>		23,619	49,045	72,772	72,623	75,253	75,721	433,207	335,090	98,117	841,799	747,532	(94,268)
<b>Employee Benefits</b>													
3101	STRS-Certified	3,998	7,448	17,600	76,487	24,076	40,045	212,533	169,327	43,206	429,307	396,788	(32,518)
3102	STRS-Classified	-	-	-	-	-	-	-	25,518	(25,518)	79,733	61,243	(18,490)
3201	PERS-Cert	946	1,892	1,892	1,892	1,892	1,892	12,299	44,540	(32,241)	77,754	104,624	26,870
3202	PERS-Classified	4,216	11,337	17,365	17,189	17,847	17,340	101,295	36,441	64,854	75,431	77,339	1,908
3301	OASDI/Med-Cert	997	2,009	3,480	3,482	3,703	3,748	21,240	26,694	(5,454)	56,037	61,671	5,634
3302	OASDI/Med-Class	1,792	3,723	5,531	5,520	5,721	5,757	32,917	13,446	19,470	28,798	27,970	(829)
3401	HlthWelfareCert	37,093	2,000	2,315	82,998	76,365	42,434	281,908	191,486	90,422	381,417	370,542	(10,874)
3402	HlthWelfareCert	-	-	-	-	305	-	305	44,792	(44,487)	122,746	107,501	(15,245)
3501	UI-Certificated	5,916	-	(5,916)	3,879	-	5,209	9,088	11,103	(2,015)	5,108	12,449	7,341
3502	UI-Classified	-	-	-	-	-	-	-	1,303	(1,303)	1,430	3,127	1,698
3601	WorkersCmp-Cert	9,640	3,213	3,213	3,213	3,213	3,213	28,918	22,758	6,161	29,779	31,482	1,703
3602	WorkersCmp-Class	-	-	-	-	-	-	-	7,440	(7,440)	19,559	17,856	(1,703)
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	4	7	11	-	11	-	-
3902	OthBenes-Class	-	-	-	-	-	-	7	-	7	-	-	-
3990	PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Employee Benefits</b>		64,599	31,621	45,481	194,660	133,121	114,432	700,519	594,846	105,673	1,307,100	1,272,594	(34,506)

2022-23 Second Interim Budget										Year to Date			Annual Budget		
MSA 3	Year to Date							Year to Date			First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget		
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance					
<b>Books &amp; Supplies</b>															
4100	Text&CoreCurric	-	14,632	56,560	33,875	-	-	0	105,067	51,299	53,768	110,000	110,000	-	
4200	BooksOthRefMats	-	-	-	-	706	-	-	706	333	373	1,000	1,000	-	
4300	Ins Mats & Sups 2	-	-	-	-	-	-	-	-	-	-	20,085	-	(20,085)	
4310	Ins Mats & Sups	-	-	2,400	353	240	-	5,694	8,688	6,632	2,056	12,897	19,896	6,999	
4315	OthrSupplies	-	-	-	-	365	343	1,207	1,915	1,833	81	4,000	5,500	1,500	
4320	Office Supplies	-	9	46	78	-	883	2,505	3,521	2,342	1,179	7,000	7,000	-	
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-	
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	833	(833)	2,500	2,500	-	
4335	PE Supplies	-	-	-	-	-	-	-	-	667	(667)	2,000	2,000	-	
4340	Educat Software	-	20,804	4,750	5,040	4,200	-	-	34,795	38,254	(3,459)	52,349	52,349	-	
4345	NonInstStdntSup	-	-	8,530	4,481	1,406	205	6,272	20,893	12,299	8,595	38,896	36,896	(2,000)	
4346	TeacherSupplies	-	216	425	450	310	119	78	1,598	1,216	382	5,000	3,000	(2,000)	
4350	Cust. Supplies	-	-	-	-	-	-	-	-	333	(333)	1,000	1,000	-	
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-	
4390	Uniforms	-	413	14,309	-	-	-	-	14,722	5,747	8,975	16,000	16,000	-	
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	667	(667)	2,000	2,000	-	
4410	ClssrmFrmEqp<5k	-	-	319	-	-	-	-	319	167	152	500	500	-	
4430	OfficeFurnEqp<5k	-	-	-	-	-	-	-	-	167	(167)	500	500	-	
4440	Computers <\$5k	-	-	-	-	-	-	-	-	167	(167)	500	500	-	
4460	FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	-	-	-	
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-	
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	1,667	(1,667)	20,000	5,000	(15,000)	
4480	FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	
4710	Food	-	-	-	-	-	-	-	-	-	-	-	-	-	
4720	Food:Other Food	-	322	-	5,585	-	20	5,108	11,035	4,989	6,046	9,000	14,000	5,000	
4990	Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-	-	-	-	
4999	Misc Expenditure (Suspense)	-	-	4,390	(4,390)	8,742	4,691	(13,350)	83	-	83	5,000	-	(5,000)	
<b>SUBTOTAL - Books and Supplies</b>		-	<b>36,397</b>	<b>91,729</b>	<b>45,471</b>	<b>15,970</b>	<b>6,260</b>	<b>7,515</b>	<b>203,341</b>	<b>129,611</b>	<b>73,731</b>	<b>310,227</b>	<b>279,641</b>	<b>(30,586)</b>	

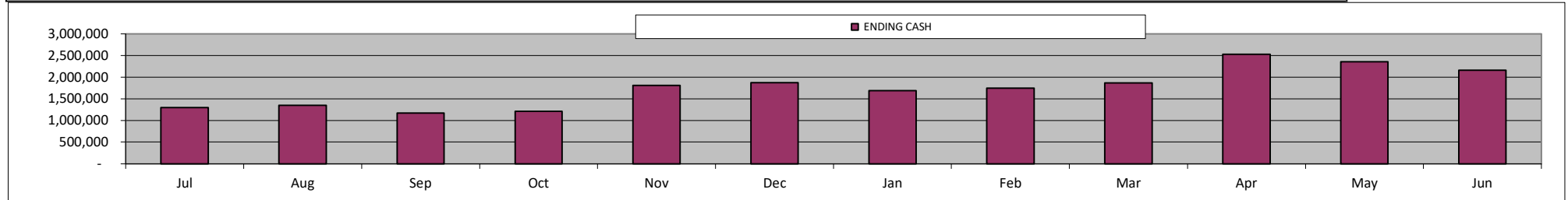
2022-23 Second Interim Budget											Year to Date			Annual Budget		
MSA 3	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget			
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals									
<b>Services &amp; Other Operating Expenses</b>																
5101	CMO Fees	-	-	-	180,403	-	-	252,320	432,724	287,877	144,846	863,632	863,632	-		
5200	Travel - General	-	-	-	-	-	-	-	-	-	-	-	-	-		
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-		
5210	MilesParkTolls	-	-	87	-	46	35	28	196	167	29	500	500	-		
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-		
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	-		
5300	DuesMemberships	5,100	16	2,705	1,230	(100)	670	427	10,048	10,116	(68)	15,000	15,000	-		
5450	Other Insurance	13,936	4,645	4,645	4,645	4,645	4,645	4,645	41,806	36,572	5,234	53,973	53,973	-		
5500	OpsHousekeeping	197	-	-	255	-	-	44	496	1,530	(1,034)	4,000	4,000	-		
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-		
5610	Rent & Leases	27,083	18,027	22,555	22,555	26,623	22,555	22,555	161,955	146,953	15,002	305,526	305,526	-		
5620	EquipmentLeases	329	1,162	6,187	1,032	874	709	709	11,001	8,158	2,843	20,000	20,000	-		
5630	Reps&MaintBldng	-	-	-	-	9,379	-	2,340	11,719	6,667	5,052	20,000	20,000	-		
5800	ProfessServices	2,400	5,455	2,755	17,855	8,889	7,410	27,144	71,906	90,714	(18,808)	320,579	248,579	(72,000)		
5810	Legal	-	-	1,080	1,249	405	2,126	5,608	10,468	16,667	(6,199)	50,000	50,000	-		
5813	SchPrgAftSchool	-	-	-	-	-	-	39,246	39,246	46,889	(7,643)	140,667	140,667	-		
5814	SchPrgAcadComps	-	-	-	-	475	-	343	818	-	818	-	-	-		
5819	SchIProgs-Other	500	192	14,402	14,132	15,414	(38,761)	15,880	21,759	9,025	12,734	25,000	25,000	-		
5820	Audit & CPA	-	-	1,091	-	3,455	-	1,123	5,668	2,833	2,835	8,500	8,500	-		
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-		
5835	Field Trips	2,593	2,303	2,504	440	5,170	2,909	1,032	16,950	14,896	2,055	20,000	30,000	10,000		
5836	FieldTrip Trans	-	-	2,145	845	-	1,790	4,755	9,535	5,000	4,535	15,000	15,000	-		
5840	MarkngStdtRecrt	-	1,465	1,450	8,880	-	2,550	2,700	17,045	11,465	5,580	30,000	30,000	-		
5850	Oversight Fees	-	-	-	-	-	-	-	-	16,941	(16,941)	50,823	50,823	-		
5857	Payroll Fees	2,187	1,248	1,662	1,688	1,811	1,688	2,158	12,443	10,101	2,341	20,000	20,000	-		
5860	Service Fees	-	-	-	-	-	-	-	-	1,333	(1,333)	4,000	4,000	-		
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-		
5863	Prof Developmnt	-	2,520	4,500	-	-	-	208	7,228	7,687	(459)	15,500	15,500	-		
5864	Prof Dev-Other	-	625	-	-	-	-	2,600	3,225	8,126	(4,901)	22,502	22,502	-		
5865	Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-	-	-		
5869	SpEd Ctrct Inst	-	-	4,960	6,155	2,858	462	5,038	19,472	33,522	(14,050)	100,567	100,567	-		
5870	Livescan	-	380	285	113	-	-	-	778	547	231	500	500	-		
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-		
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-		
5884	Substitutes	-	-	1,354	-	24,654	20,937	57,643	104,588	40,000	64,588	100,000	120,000	20,000		
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-		
5900	Communications	-	2,089	-	47	-	-	191	2,327	3,755	(1,428)	5,000	5,000	-		
5910	Communications 2	-	-	-	-	-	-	-	-	-	-	-	-	-		
5920	TelecomInternet	1,470	1,734	831	344	4,930	339	339	9,987	21,538	(11,550)	55,000	55,000	-		
5930	PostageDelivery	-	-	495	-	-	495	-	990	2,333	(1,343)	7,000	7,000	-		
5940	Technology	2,716	958	8,003	5,824	479	8,294	1,989	28,263	14,436	13,826	24,287	32,287	8,000		
5990	Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>58,511</b>	<b>42,819</b>	<b>83,696</b>	<b>267,691</b>	<b>110,008</b>	<b>78,098</b>	<b>411,817</b>	<b>1,052,639</b>	<b>855,848</b>	<b>196,791</b>	<b>2,297,556</b>	<b>2,263,556</b>	<b>(34,000)</b>		

2022-23 Second Interim Budget										Year to Date			Annual Budget		
MSA 3	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget		
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals								
<b>Capital Outlay &amp; Depreciation</b>															
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-		
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-		
6900	Depreciation	9,917	9,917	9,917	9,917	9,917	9,917	69,418	59,501	9,917	119,002	119,002	-		
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>9,917</b>	<b>9,917</b>	<b>9,917</b>	<b>9,917</b>	<b>9,917</b>	<b>9,917</b>	<b>69,418</b>	<b>59,501</b>	<b>9,917</b>	<b>119,002</b>	<b>119,002</b>	<b>-</b>		
<b>Other Outflows</b>															
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-		
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-		
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-		
<b>SUBTOTAL - Other Outflows</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		
<b>TOTAL EXPENSES</b>		<b>210,249</b>	<b>278,076</b>	<b>512,559</b>	<b>799,485</b>	<b>566,516</b>	<b>511,879</b>	<b>842,835</b>	<b>3,721,599</b>	<b>3,144,596</b>	<b>577,002</b>	<b>7,595,713</b>	<b>7,360,954</b>	<b>(234,759)</b>	



2022-23 Monthly Cash Flow (Actuals + Projections)

MSA-3	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>1,037,387</b>	<b>1,298,136</b>	<b>1,349,365</b>	<b>1,172,392</b>	<b>1,208,282</b>	<b>1,809,739</b>	<b>1,873,839</b>	<b>1,689,871</b>	<b>1,747,043</b>	<b>1,867,318</b>	<b>2,529,856</b>	<b>2,356,432</b>	<b>2,157,664</b>	
<b>Revenue</b>														
LCFF Entitlement	67,410	266,359	221,419	583,100	326,650	326,649	583,101	310,891	373,994	531,798	275,348	275,348	415,123	4,557,191
Federal Revenue	-	-	-	40	3,661	31,896	14,856	-	-	41,882	-	-	120,661	212,995
Other State Revenues	20,497	19,969	83,349	81,337	227,154	154,433	116,567	256,765	256,765	285,359	44,797	13,065	588,495	2,148,553
Other Local Revenues	3,772	-	679	7,605	1,363	9,315	1,645	282	282	282	282	282	282	26,069
<b>Total Revenue</b>	<b>91,679</b>	<b>286,328</b>	<b>305,447</b>	<b>672,082</b>	<b>558,827</b>	<b>522,293</b>	<b>716,169</b>	<b>567,938</b>	<b>631,041</b>	<b>859,321</b>	<b>320,427</b>	<b>288,695</b>	<b>1,124,560</b>	<b>6,944,808</b>
<b>Expenses</b>														
Certificated Salaries	53,604	108,277	208,965	209,123	222,247	227,452	232,806	223,219	223,219	223,219	223,219	223,219	300,060	2,678,630
Classified Salaries	23,619	49,045	72,772	72,623	75,253	75,721	64,174	62,294	62,294	62,294	62,294	62,294	2,853	747,532
Benefits	64,599	31,621	45,481	194,660	133,121	114,432	116,606	106,049	106,049	106,049	106,049	106,049	41,827	1,272,594
Books and Supplies	-	36,397	91,729	45,471	15,970	6,260	7,515	23,303	23,303	23,303	6,389	-	(0)	279,641
Services and Operations	58,511	42,819	83,696	267,691	110,008	78,098	411,817	188,630	188,630	188,630	188,630	188,630	267,768	2,263,556
Depreciation / Cap Outlay	9,917	9,917	9,917	9,917	9,917	9,917	9,917	9,917	9,917	9,917	9,917	9,917	(0)	119,002
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>210,249</b>	<b>278,076</b>	<b>512,559</b>	<b>799,485</b>	<b>566,516</b>	<b>511,879</b>	<b>842,835</b>	<b>613,413</b>	<b>613,413</b>	<b>613,413</b>	<b>596,499</b>	<b>590,109</b>	<b>612,509</b>	<b>7,360,954</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	610,026	158,591	89,886	141,812	303,125	48,094	-	141,320	141,320	455,303	141,320	141,320	-	2,372,117
Other Assets/Accrual Adj	-	-	808	-	-	-	-	-	-	-	-	-	-	808
Fixed Assets - Depreciation Addback	9,917	9,917	9,917	9,917	9,917	9,917	9,917	9,917	9,917	9,917	9,917	9,917	-	119,002
Fixed Assets - Acquisitions	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To (From)	-	142,554	200	(19,819)	-	-	(197)	-	-	-	-	-	-	122,738
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	(229,442)	(256,032)	(70,179)	27,630	(21,844)	(6,890)	3,252	(48,590)	(48,590)	(48,590)	(48,590)	(48,590)	-	(796,454)
Summer Holdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	(11,182)	(12,054)	(492)	3,753	317,948	2,565	(70,275)	-	-	-	-	-	-	230,264
<b>Total Other Transactions</b>	<b>379,319</b>	<b>42,976</b>	<b>30,139</b>	<b>163,293</b>	<b>609,145</b>	<b>53,686</b>	<b>(57,303)</b>	<b>102,647</b>	<b>102,647</b>	<b>416,630</b>	<b>102,647</b>	<b>102,647</b>	<b>102,647</b>	<b>2,048,475</b>
<b>Total Change in Cash</b>	<b>260,749</b>	<b>51,229</b>	<b>(176,973)</b>	<b>35,890</b>	<b>601,457</b>	<b>64,100</b>	<b>(183,968)</b>	<b>57,172</b>	<b>120,275</b>	<b>662,538</b>	<b>(173,425)</b>	<b>(198,767)</b>	<b>1,632,329</b>	
<b>ENDING CASH</b>	<b>1,298,136</b>	<b>1,349,365</b>	<b>1,172,392</b>	<b>1,208,282</b>	<b>1,809,739</b>	<b>1,873,839</b>	<b>1,689,871</b>	<b>1,747,043</b>	<b>1,867,318</b>	<b>2,529,856</b>	<b>2,356,432</b>	<b>2,157,664</b>	<<< = 107 days cash	



2022-23 Second Interim Budget										Year to Date			Annual Budget		
MSA 4	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget		
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals								
Projected Average Daily Attendance:											97	94	3		
<b>SUMMARY</b>															
<b>Revenue</b>															
LCFF Entitlement	18,126	81,026	68,943	176,563	104,763	104,763	176,564	730,748	609,735	121,013	1,540,328	1,479,374	(60,954)		
Federal Revenue	1,400	2,800	1,866	1,879	1,866	12,016	35,578	57,405	45,620	11,784	158,171	160,658	2,487		
Other State Revenues	8,387	11,200	49,466	22,241	198,010	39,226	115,789	444,320	112,178	332,142	795,180	660,420	(134,760)		
Other Local Revenues	1,187	59	-	2,358	1,362	-	-	4,966	27,935	(22,969)	108,393	103,901	(4,492)		
<b>Total Revenue</b>	<b>29,100</b>	<b>95,085</b>	<b>120,275</b>	<b>203,041</b>	<b>306,001</b>	<b>156,005</b>	<b>327,931</b>	<b>1,237,438</b>	<b>795,469</b>	<b>441,970</b>	<b>2,602,072</b>	<b>2,404,353</b>	<b>(197,719)</b>		
<b>Expenditures</b>															
Certificated Salaries	24,375	51,352	92,671	91,492	92,329	96,414	53,319	501,952	464,033	37,919	1,054,889	1,045,383	(9,506)		
Classified Salaries	7,333	14,719	18,768	17,629	18,938	17,203	16,257	110,847	102,919	7,927	205,839	205,839	-		
Benefits	28,471	17,888	24,364	56,032	52,478	41,351	32,586	253,170	205,969	47,201	468,258	455,049	(13,209)		
Books and Supplies	632	8,051	8,950	12,567	1,400	2,926	1,105	35,632	37,032	(1,401)	78,045	80,237	2,192		
Services and Operating Exp.	31,907	48,043	33,868	37,691	58,615	32,074	131,317	373,515	317,899	55,616	729,715	688,780	(40,935)		
Depreciation & Cap Outlay	-	-	10,968	-	-	10,281	-	21,249	21,936	(687)	37,940	37,940	-		
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Expenditures</b>	<b>92,718</b>	<b>140,053</b>	<b>189,591</b>	<b>215,410</b>	<b>223,761</b>	<b>200,248</b>	<b>234,584</b>	<b>1,296,364</b>	<b>1,149,789</b>	<b>146,576</b>	<b>2,574,687</b>	<b>2,513,229</b>	<b>(61,458)</b>		
<b>Net Revenues</b>								<b>(58,926)</b>	<b>(354,320)</b>	<b>295,394</b>					
<b>Fund Balance</b>															
Beginning Balance (Audited)												1,349,017			
Net Revenues												(108,876)			
<b>Ending Fund Balance</b>												<b>1,240,141</b>			
<b>Components of Fund Bal.</b>															
Available For Econ. Uncert.												1,115,927			
Restricted Balances (Est.)												38,461			
Net Fixed Assets												85,753			
<b>Ending Fund Balance</b>												<b>1,240,141</b>			



2022-23 Second Interim Budget		Year to Date									Annual Budget			
MSA 4		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
		Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals						
<b>REVENUE DETAIL</b>														
<b>LCFF Entitlement</b>														
8011	State Aid	-	44,776	44,776	80,596	80,596	80,596	80,596	411,936	412,482	(546)	929,289	896,700	(32,589)
8012	EPA Entitlement	-	-	-	71,800	-	-	71,801	143,601	71,800	71,801	297,802	283,978	(13,824)
8019	Prior Year Adjustments	1	-	-	-	-	-	-	1	1	-	-	-	-
8096	InLieuPropTaxes	18,125	36,250	24,167	24,167	24,167	24,167	24,167	175,210	125,452	49,758	313,237	298,696	(14,541)
<b>SUBTOTAL - LCFF Entitlement</b>		<b>18,126</b>	<b>81,026</b>	<b>68,943</b>	<b>176,563</b>	<b>104,763</b>	<b>104,763</b>	<b>176,564</b>	<b>730,748</b>	<b>609,735</b>	<b>121,013</b>	<b>1,540,328</b>	<b>1,479,374</b>	<b>(60,954)</b>
<b>Federal Revenue</b>														
8181	SpEd - Revenue	1,400	2,800	1,866	1,866	1,866	1,866	1,866	13,530	11,877	1,653	25,196	25,685	489
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	All Other Federal Revenue	-	-	-	13	-	10,150	33,712	43,875	33,743	10,131	132,975	134,973	1,998
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Federal Revenue</b>		<b>1,400</b>	<b>2,800</b>	<b>1,866</b>	<b>1,879</b>	<b>1,866</b>	<b>12,016</b>	<b>35,578</b>	<b>57,405</b>	<b>45,620</b>	<b>11,784</b>	<b>158,171</b>	<b>160,658</b>	<b>2,487</b>
<b>Other State Revenue</b>														
8311	SpEd Revenue	5,600	11,200	7,466	7,466	7,466	7,467	18,833	65,498	31,732	33,766	-	-	-
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	4,861	-	-	4,861	4,940	(79)	4,940	4,940	-
8560	StateLotteryRev	-	-	-	6,803	-	-	3,426	10,229	6,803	3,426	22,965	22,965	-
8590	AllOthStateRev	2,787	-	42,000	7,972	185,683	31,759	93,531	363,732	68,703	295,029	767,275	632,515	(134,760)
8595	State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Other State Revenue</b>		<b>8,387</b>	<b>11,200</b>	<b>49,466</b>	<b>22,241</b>	<b>198,010</b>	<b>39,226</b>	<b>115,789</b>	<b>444,320</b>	<b>112,178</b>	<b>332,142</b>	<b>795,180</b>	<b>660,420</b>	<b>(134,760)</b>
<b>Local Revenue</b>														
8600	Other Local Rev	-	-	-	-	-	-	-	-	-	-	1	1	-
8634	StudentLunchFee	-	-	-	59	-	-	-	59	59	-	-	-	-
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
8682	Summer School	-	-	-	-	-	-	-	-	-	-	-	-	-
8677	SpEd Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
8695	Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-	-	-	-
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	1,187	-	-	2,358	-	-	-	3,545	25,855	(22,310)	97,276	92,784	(4,492)
8980	Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-	-	-
8999	Misc Revenue (Suspense)	-	59	-	(59)	1,362	-	(1,362)	-	1,362	(1,362)	1,000	1,000	-
<b>SUBTOTAL - Local Revenue</b>		<b>1,187</b>	<b>59</b>	<b>-</b>	<b>2,358</b>	<b>1,362</b>	<b>-</b>	<b>(1,362)</b>	<b>3,604</b>	<b>27,276</b>	<b>(23,672)</b>	<b>98,277</b>	<b>93,785</b>	<b>(4,492)</b>



2022-23 Second Interim Budget		Year to Date									Annual Budget			
MSA 4		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
		Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals						
<b>Fundraising &amp; Grants</b>														
8802	Donations - Private	-	-	-	-	-	-	-	-	-	-	7,116	7,116	-
8803	Fundraising	-	-	-	-	-	-	1,362	1,362	660	703	3,000	3,000	-
<b>SUBTOTAL - Fundraising &amp; Grants</b>		-	-	-	-	-	-	1,362	1,362	660	703	10,116	10,116	-
<b>TOTAL REVENUE</b>		29,100	95,085	120,275	203,041	306,001	156,005	327,931	1,237,438	795,469	441,970	2,602,072	2,404,353	(197,719)
<b>EXPENSES DETAIL</b>														
<b>Certificated Salaries</b>														
1100	TeacherSalaries	15,550	28,785	58,395	56,641	56,998	61,928	47,588	325,885	293,294	32,592	713,411	703,905	(9,506)
1200	Cert Aid	-	8,243	16,611	16,511	17,061	16,486	(12,459)	62,453	61,492	961	122,983	122,983	-
1300	Cert Adminis	8,825	14,324	17,665	18,340	18,270	18,000	18,190	113,614	109,248	4,366	218,495	218,495	-
<b>SUBTOTAL - Certificated Salaries</b>		24,375	51,352	92,671	91,492	92,329	96,414	53,319	501,952	464,033	37,919	1,054,889	1,045,383	(9,506)
<b>Classified Salaries</b>														
2100	Instructional Aides	2,169	2,054	4,256	3,883	4,987	3,969	2,909	24,225	22,120	2,106	44,239	44,239	-
2200	Classified Support	2,385	7,106	8,379	7,612	7,718	7,250	7,290	47,740	11,948	35,792	23,896	23,896	-
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	2,779	5,559	6,134	6,134	6,234	5,984	6,059	38,881	68,852	(29,971)	137,704	137,704	-
2900	OtherClassStaff	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Classified Salaries</b>		7,333	14,719	18,768	17,629	18,938	17,203	16,257	110,847	102,919	7,927	205,839	205,839	-
<b>Employee Benefits</b>														
3101	STRS-Certified	4,656	9,111	16,316	16,110	9,737	16,898	8,545	81,373	70,250	11,123	160,172	160,991	819
3102	STRS-Classified	-	-	-	-	-	-	-	-	8,355	(8,355)	16,461	18,102	1,641
3201	PERS-Cert	-	903	1,806	1,806	1,806	1,806	1,723	9,852	18,453	(8,602)	45,098	39,982	(5,116)
3202	PERS-Classified	1,351	3,710	4,590	4,243	4,362	4,198	3,908	26,362	11,149	15,213	26,104	24,156	(1,948)
3301	OASDI/Med-Cert	350	962	1,783	1,760	1,791	1,830	1,625	10,101	11,205	(1,104)	25,758	24,278	(1,480)
3302	OASDI/Med-Class	559	1,124	1,432	1,345	1,445	1,312	1,240	8,458	3,996	4,462	9,121	8,658	(463)
3401	HlthWelfareCert	14,882	909	438	28,137	32,168	14,138	12,719	103,392	62,289	41,103	137,131	134,959	(2,172)
3402	HlthWelfareCert	-	-	-	-	-	-	-	-	11,729	(11,729)	29,874	25,413	(4,461)
3501	UI-Certificated	3,170	-	(3,170)	1,462	-	-	1,659	3,121	924	2,198	2,033	2,001	(32)
3502	UI-Classified	-	-	-	-	-	-	-	-	175	(175)	378	380	2
3601	WorkersCmp-Cert	3,503	1,168	1,168	1,168	1,168	1,168	1,168	10,511	5,596	4,915	10,352	12,124	1,772
3602	WorkersCmp-Class	-	-	-	-	-	-	-	-	1,849	(1,849)	5,777	4,005	(1,772)
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-
3990	PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Employee Benefits</b>		28,471	17,888	24,364	56,032	52,478	41,351	32,586	253,170	205,969	47,201	468,258	455,049	(13,209)

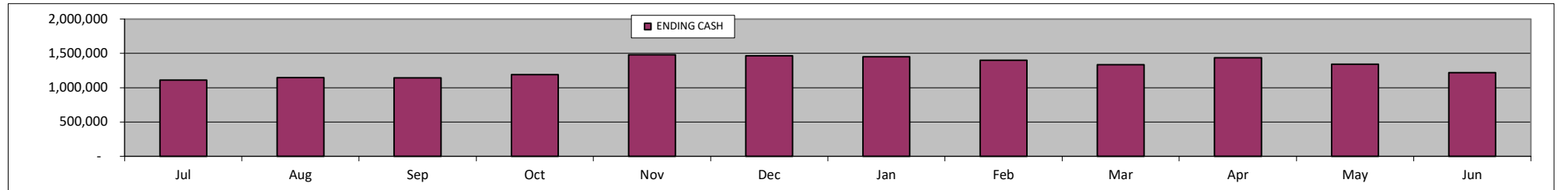
2022-23 Second Interim Budget		Year to Date									Annual Budget			
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
<b>MSA 4</b>														
<b>Books &amp; Supplies</b>														
4100	Text&CoreCurric	-	-	1,012	8,389	-	302	0	9,702	6,923	2,779	12,000	15,000	3,000
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-
4300	Ins Mats & Sups 2	-	-	-	-	-	-	-	-	4,655	(4,655)	10,085	10,085	-
4310	Ins Mats & Sups	-	936	-	-	-	-	222	1,158	2,308	(1,149)	5,000	5,000	-
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	632	219	1,477	1,275	-	498	104	4,205	3,692	513	8,000	8,000	-
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-
4335	PE Supplies	-	-	-	-	-	-	-	-	923	(923)	2,000	2,000	-
4340	Educat Software	-	6,108	2,263	3,000	1,112	-	(0)	12,482	8,080	4,402	16,315	17,507	1,192
4345	NonInstStdntSup	-	21	140	-	208	701	779	1,848	4,682	(2,834)	10,145	10,145	-
4346	TeacherSupplies	-	-	-	-	-	-	-	-	692	(692)	1,500	1,500	-
4350	Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-
4351	Yearbook	-	-	-	-	-	-	-	-	462	(462)	1,000	1,000	-
4390	Uniforms	-	-	3,187	-	-	-	-	3,187	2,308	880	5,000	5,000	-
4400	NonCapEquip-Gen	-	-	238	-	-	-	-	238	923	(685)	4,000	2,000	(2,000)
4410	ClssrmFrmEq<5k	-	-	-	-	-	-	-	-	-	-	-	-	-
4430	OfficeFurnEq<5k	-	-	-	-	-	-	-	-	-	-	-	-	-
4440	Computers <\$5k	-	-	-	-	-	-	-	-	-	-	-	-	-
4460	FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	-	-	-
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-
4480	FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	-	-	462	(462)	1,000	1,000	-
4720	Food:Other Food	-	-	-	902	80	-	-	983	923	60	2,000	2,000	-
4990	Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-	-	-	-
4999	Misc Expenditure (Suspense)	-	766	634	(999)	-	1,425	-	1,827	-	1,827	-	-	-
<b>SUBTOTAL - Books and Supplies</b>		<b>632</b>	<b>8,051</b>	<b>8,950</b>	<b>12,567</b>	<b>1,400</b>	<b>2,926</b>	<b>1,105</b>	<b>35,632</b>	<b>37,032</b>	<b>(1,401)</b>	<b>78,045</b>	<b>80,237</b>	<b>2,192</b>

2022-23 Second Interim Budget		Year to Date									Annual Budget			
MSA 4	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget	
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals							
<b>Services &amp; Other Operating Expenses</b>														
5101	CMO Fees	-	-	-	10,981	-	-	58,831	69,812	79,720	(9,908)	199,871	172,726	(27,145)
5200	Travel - General	-	-	-	-	-	-	-	-	-	-	-	-	-
5205	Conference Fees	-	-	-	-	-	-	-	-	-	-	-	-	-
5210	MilesParkTolls	-	-	-	211	-	-	35	246	231	15	500	500	-
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	-	-	231	(231)	500	500	-
5300	DuesMemberships	1,438	-	2,140	500	-	2,175	174	6,426	3,231	3,195	7,000	7,000	-
5450	Other Insurance	3,915	1,305	1,305	1,305	1,305	1,305	1,305	11,745	8,102	3,643	17,555	17,555	-
5500	OpsHousekeeping	197	1,403	634	1,450	1,011	644	447	5,786	3,692	2,094	1,500	8,000	6,500
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-
5610	Rent & Leases	13,333	10,794	10,794	10,794	-	1,090	7,378	54,183	40,861	13,321	88,532	88,532	-
5620	EquipmentLeases	740	430	370	370	416	370	370	3,067	2,862	205	6,200	6,200	-
5630	Reps&MaintBldng	-	-	2,929	-	-	-	-	2,929	1,615	1,314	3,500	3,500	-
5800	ProfessServices	1,591	5,455	1,855	1,855	5,079	13,314	26,182	55,329	55,365	(35)	134,957	119,957	(15,000)
5810	Legal	-	-	81	-	-	702	-	783	4,615	(3,832)	10,000	10,000	-
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-	-	-
5819	SchlProgs-Other	808	-	-	-	-	-	-	808	1,615	(807)	3,500	3,500	-
5820	Audit & CPA	-	-	1,091	-	3,455	-	1,123	5,668	4,154	1,514	9,000	9,000	-
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	2,071	-	2,045	-	400	-	(870)	3,646	4,615	(969)	10,000	10,000	-
5836	FieldTrip Trans	-	20,364	-	-	36,505	-	16,132	73,000	35,077	37,923	76,000	76,000	-
5840	MarkngStdtRecrt	-	850	1,368	850	-	2,550	850	6,468	4,615	1,852	10,000	10,000	-
5850	Oversight Fees	789	1,579	1,053	1,053	1,053	1,052	1,053	7,632	7,109	523	16,693	15,403	(1,290)
5857	Payroll Fees	1,273	788	905	905	947	919	1,097	6,834	4,154	2,680	9,000	9,000	-
5860	Service Fees	-	-	-	-	-	-	-	-	462	(462)	1,000	1,000	-
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	1,884	371	960	-	-	-	550	3,765	3,462	304	7,500	7,500	-
5864	Prof Dev-Other	-	-	-	-	3,629	-	9,479	13,108	9,753	3,355	21,131	21,131	-
5865	Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-	-	-
5869	SpEd Ctrct Inst	-	493	1,559	1,722	2,368	-	1,353	7,494	11,629	(4,135)	25,196	25,196	-
5870	Livescan	-	-	124	-	-	-	118	242	138	104	300	300	-
5872	SPED Fees (incl Encroachment)	1,400	2,800	1,866	1,866	1,866	1,868	1,866	13,532	6,687	6,845	14,489	14,489	-
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	550	-	-	-	2,691	3,241	4,615	(1,374)	10,000	10,000	-
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	-	575	-	-	29	-	-	604	1,385	(781)	3,000	3,000	-
5910	Communications 2	-	-	-	-	-	-	-	-	-	-	-	-	-
5920	TelecomInternet	282	289	312	312	-	-	-	1,195	11,538	(10,343)	25,000	25,000	-
5930	PostageDelivery	-	-	-	-	279	521	-	800	1,385	(584)	7,000	3,000	(4,000)
5940	Technology	2,186	548	1,928	3,516	274	2,839	3,880	15,171	4,980	10,191	10,791	10,791	-
5990	Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>31,907</b>	<b>48,043</b>	<b>33,868</b>	<b>37,691</b>	<b>58,615</b>	<b>32,074</b>	<b>131,317</b>	<b>373,515</b>	<b>317,899</b>	<b>55,616</b>	<b>729,715</b>	<b>688,780</b>	<b>(40,935)</b>

2022-23 Second Interim Budget								Year to Date			Annual Budget			
MSA 4	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget	
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals							
<b>Capital Outlay &amp; Depreciation</b>														
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	
6900	Depreciation	-	-	10,968	-	-	10,281	21,249	21,936	(687)	37,940	37,940	-	
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		-	-	10,968	-	-	10,281	21,249	21,936	(687)	37,940	37,940	-	
<b>Other Outflows</b>														
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	
<b>SUBTOTAL - Other Outflows</b>		-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>		92,718	140,053	189,591	215,410	223,761	200,248	234,584	1,296,364	1,149,789	146,576	2,574,687	2,513,229	(61,458)

2022-23 Monthly Cash Flow (Actuals + Projections)

MSA-4	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>1,105,035</b>	<b>1,110,836</b>	<b>1,144,231</b>	<b>1,141,134</b>	<b>1,189,050</b>	<b>1,479,172</b>	<b>1,464,321</b>	<b>1,450,492</b>	<b>1,399,303</b>	<b>1,333,631</b>	<b>1,434,488</b>	<b>1,341,454</b>	<b>1,216,689</b>	
<b>Revenue</b>														
LCFF Entitlement	18,126	81,026	68,943	176,563	104,763	104,763	176,564	104,599	122,102	166,540	94,740	94,740	165,905	1,479,374
Federal Revenue	1,400	2,800	1,866	1,879	1,866	12,016	35,578	1,973	1,973	35,716	1,973	1,973	59,647	160,658
Other State Revenues	8,387	11,200	49,466	22,241	198,010	39,226	115,789	44,797	44,797	51,600	44,797	13,065	17,044	660,420
Other Local Revenues	1,187	59	-	2,358	1,362	-	-	11,291	11,291	11,291	11,291	11,291	42,478	103,901
<b>Total Revenue</b>	<b>29,100</b>	<b>95,085</b>	<b>120,275</b>	<b>203,041</b>	<b>306,001</b>	<b>156,005</b>	<b>327,931</b>	<b>162,660</b>	<b>180,163</b>	<b>265,147</b>	<b>152,801</b>	<b>121,069</b>	<b>285,075</b>	<b>2,404,353</b>
<b>Expenses</b>														
Certificated Salaries	24,375	51,352	92,671	91,492	92,329	96,414	53,319	90,572	90,572	90,572	90,572	90,572	90,572	1,045,383
Classified Salaries	7,333	14,719	18,768	17,629	18,938	17,203	16,257	17,153	17,153	17,153	17,153	17,153	9,226	205,839
Benefits	28,471	17,888	24,364	56,032	52,478	41,351	32,586	35,583	35,583	35,583	35,583	35,583	23,965	455,049
Books and Supplies	632	8,051	8,950	12,567	1,400	2,926	1,105	6,172	6,172	6,172	6,172	6,172	13,745	80,237
Services and Operations	31,907	48,043	33,868	37,691	58,615	32,074	131,317	52,983	52,983	52,983	52,983	52,983	50,350	688,780
Depreciation / Cap Outlay	-	-	10,968	-	-	10,281	-	-	10,968	-	-	-	5,723	37,940
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>92,718</b>	<b>140,053</b>	<b>189,591</b>	<b>215,410</b>	<b>223,761</b>	<b>200,248</b>	<b>234,584</b>	<b>202,463</b>	<b>213,431</b>	<b>202,463</b>	<b>202,463</b>	<b>202,463</b>	<b>193,581</b>	<b>2,513,229</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals														-
Accounts Receivable - Current Year	176,804	55,544	74,886	49,922	142,647	13,641		31,986	-	81,545				626,974
Other Assets/Accrual Adj					98,791									98,791
Fixed Assets - Depreciation Addback	-	-	10,968	-	(22,311)	10,281	4,330	-	10,968	-	-	-	-	14,236
Fixed Assets - Acquisitions														-
Due To (From)		58,002	-	(2,358)			(197)							55,447
Expenses - Prior Year Accruals	644													644
Accounts Payable - Current Year	(103,278)	(35,183)	(19,636)	736	(265)	1,178	7,832	(43,372)	(43,372)	(43,372)	(43,372)	(43,372)	(43,372)	(365,474)
Summer Holdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)														-
Loans Payable (Long Term)														-
Other	(4,751)			11,986	(10,981)	4,292	(119,141)							(118,595)
<b>Total Other Transactions</b>	<b>69,419</b>	<b>78,363</b>	<b>66,218</b>	<b>60,286</b>	<b>207,881</b>	<b>29,392</b>	<b>(107,176)</b>	<b>(11,386)</b>	<b>(32,404)</b>	<b>38,173</b>	<b>(43,372)</b>	<b>(43,372)</b>		<b>312,023</b>
<b>Total Change in Cash</b>	<b>5,801</b>	<b>33,395</b>	<b>(3,097)</b>	<b>47,916</b>	<b>290,122</b>	<b>(14,851)</b>	<b>(13,829)</b>	<b>(51,189)</b>	<b>(65,672)</b>	<b>100,857</b>	<b>(93,034)</b>	<b>(124,766)</b>		<b>203,147</b>
<b>ENDING CASH</b>	<b>1,110,836</b>	<b>1,144,231</b>	<b>1,141,134</b>	<b>1,189,050</b>	<b>1,479,172</b>	<b>1,464,321</b>	<b>1,450,492</b>	<b>1,399,303</b>	<b>1,333,631</b>	<b>1,434,488</b>	<b>1,341,454</b>	<b>1,216,689</b>	<<< = 177 days cash	



2022-23 Second Interim Budget											Year to Date			Annual Budget		
MSA 5	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget			
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals									
Projected Average Daily Attendance:											226	212	14			
<b>SUMMARY</b>																
<b>Revenue</b>																
LCFF Entitlement	41,830	174,825	146,937	378,663	219,868	219,869	378,664	1,560,656	1,265,161	295,495	3,289,356	3,079,032	(210,324)			
Federal Revenue	-	-	3,440	32,490	29,025	27,537	14,031	106,523	112,617	(6,093)	505,512	478,840	(26,672)			
Other State Revenues	11,917	13,256	64,563	49,403	210,016	97,197	207,180	653,531	215,941	437,591	1,809,549	1,195,751	(613,798)			
Other Local Revenues	2,263	-	720	13,011	731	932	2,440	20,096	14,857	5,239	29,714	29,714	-			
<b>Total Revenue</b>	<b>56,010</b>	<b>188,081</b>	<b>215,660</b>	<b>473,567</b>	<b>459,640</b>	<b>345,535</b>	<b>602,314</b>	<b>2,340,807</b>	<b>1,608,576</b>	<b>732,231</b>	<b>5,634,132</b>	<b>4,783,338</b>	<b>(850,794)</b>			
<b>Expenditures</b>																
Certificated Salaries	32,740	76,084	140,034	153,498	159,865	148,237	147,129	857,587	723,750	133,837	1,663,936	1,658,423	(5,513)			
Classified Salaries	21,638	26,672	44,777	42,544	42,389	34,682	27,557	240,259	228,427	11,832	488,716	496,292	7,575			
Benefits	41,485	26,807	43,518	103,004	82,592	66,620	68,008	432,035	358,136	73,899	788,184	793,705	5,520			
Books and Supplies	(0)	21,948	27,152	14,041	15,530	16,628	9,982	105,280	97,099	8,181	216,467	210,382	(6,085)			
Services and Operating Exp.	31,222	37,094	45,436	80,267	51,136	65,942	141,704	452,801	581,638	(128,837)	1,237,130	1,260,215	23,085			
Depreciation & Cap Outlay	7,227	7,227	7,227	7,227	7,227	7,227	6,676	50,037	41,928	8,109	83,857	83,857	-			
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-			
<b>Total Expenditures</b>	<b>134,312</b>	<b>195,833</b>	<b>308,143</b>	<b>400,581</b>	<b>358,739</b>	<b>339,335</b>	<b>401,055</b>	<b>2,137,998</b>	<b>2,030,978</b>	<b>107,021</b>	<b>4,478,290</b>	<b>4,502,873</b>	<b>24,583</b>			
<b>Net Revenues</b>								<b>202,809</b>	<b>(422,402)</b>	<b>625,211</b>						
<b>Fund Balance</b>																
Beginning Balance (Audited)												3,694,602				
Net Revenues												280,464				
<b>Ending Fund Balance</b>												<b>3,975,066</b>				
<b>Components of Fund Bal.</b>																
Available For Econ. Uncert.												3,704,850				
Restricted Balances (Est.)												64,260				
Net Fixed Assets												205,956				
<b>Ending Fund Balance</b>												<b>3,975,066</b>				



2022-23 Second Interim Budget											Year to Date			Annual Budget												
MSA 5											Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget			
											Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals									
<b>REVENUE DETAIL</b>																										
<b>LCFF Entitlement</b>																										
8011	State Aid	-	91,163	91,163	164,094	164,094	164,094	164,094	838,702	804,278	34,424	1,949,957	1,748,430	(201,527)												
8012	EPA Entitlement	-	-	-	158,795	-	-	158,796	317,591	158,795	158,796	656,654	611,342	(45,312)												
8019	Prior Year Adjustments	(1)	-	-	-	-	-	-	(1)	(1)	-	-	-	-												
8096	InLieuPropTaxes	41,831	83,662	55,774	55,774	55,774	55,775	55,774	404,364	302,089	102,275	682,745	719,260	36,515												
<b>SUBTOTAL - LCFF Entitlement</b>											<b>41,830</b>	<b>174,825</b>	<b>146,937</b>	<b>378,663</b>	<b>219,868</b>	<b>219,869</b>	<b>378,664</b>	<b>1,560,656</b>	<b>1,265,161</b>	<b>295,495</b>	<b>3,289,356</b>	<b>3,079,032</b>	<b>(210,324)</b>			
<b>Federal Revenue</b>																										
8181	SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	57,975	28,373	(29,602)												
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-												
8290	All Other Federal Revenue	-	-	3,440	32,490	29,025	27,537	14,031	106,523	112,617	(6,093)	447,537	450,467	2,930												
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-												
<b>SUBTOTAL - Federal Revenue</b>											<b>-</b>	<b>-</b>	<b>3,440</b>	<b>32,490</b>	<b>29,025</b>	<b>27,537</b>	<b>14,031</b>	<b>106,523</b>	<b>112,617</b>	<b>(6,093)</b>	<b>505,512</b>	<b>478,840</b>	<b>(26,672)</b>			
<b>Other State Revenue</b>																										
8311	SpEd Revenue	8,875	8,875	15,976	15,671	15,671	17,005	15,671	97,744	80,739	17,005	180,969	168,479	(12,490)												
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-												
8550	MandCstReimburs	-	-	-	-	7,448	-	-	7,448	7,992	(544)	7,992	7,992	-												
8560	StateLotteryRev	-	-	-	14,998	-	-	9,405	24,403	14,998	9,405	53,586	53,586	-												
8590	AllOthStateRev	3,042	4,381	48,587	18,734	186,897	80,192	182,103	523,936	112,212	411,724	1,567,002	965,694	(601,308)												
8595	State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-												
<b>SUBTOTAL - Other State Revenue</b>											<b>11,917</b>	<b>13,256</b>	<b>64,563</b>	<b>49,403</b>	<b>210,016</b>	<b>97,197</b>	<b>207,180</b>	<b>653,531</b>	<b>215,941</b>	<b>437,591</b>	<b>1,809,549</b>	<b>1,195,751</b>	<b>(613,798)</b>			
<b>Local Revenue</b>																										
8600	Other Local Rev	-	-	-	-	-	-	-	-	-	-	-	-	-												
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-												
8650	Leases &Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-												
8660	Interest	-	-	-	2,704	-	-	2,440	5,144	6,000	(856)	12,000	12,000	-												
8682	Summer School	-	-	-	-	-	-	-	-	-	-	-	-	-												
8677	SpEd Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-												
8695	Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-	-	-	-												
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	2,263	-	-	2,695	-	190	-	5,148	1,501	3,648	3,001	3,001	-												
8980	Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-	-	-												
8999	Misc Revenue (Suspense)	-	-	720	3,166	731	742	(2,193)	3,166	-	3,166	-	-	-												
<b>SUBTOTAL - Local Revenue</b>											<b>2,263</b>	<b>-</b>	<b>720</b>	<b>8,565</b>	<b>731</b>	<b>932</b>	<b>247</b>	<b>13,458</b>	<b>7,501</b>	<b>5,958</b>	<b>15,001</b>	<b>15,001</b>	<b>-</b>			

2022-23 Second Interim Budget		Year to Date									Annual Budget			
MSA 5		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
<b>Fundraising &amp; Grants</b>														
8802	Donations - Private	-	-	-	735	-	-	-	735	3,558	(2,823)	7,116	7,116	-
8803	Fundraising	-	-	-	3,710	-	-	2,193	5,903	3,799	2,105	7,597	7,597	-
<b>SUBTOTAL - Fundraising &amp; Grants</b>		-	-	-	<b>4,445</b>	-	-	<b>2,193</b>	<b>6,638</b>	<b>7,357</b>	<b>(718)</b>	<b>14,713</b>	<b>14,713</b>	-
<b>TOTAL REVENUE</b>		<b>56,010</b>	<b>188,081</b>	<b>215,660</b>	<b>473,567</b>	<b>459,640</b>	<b>345,535</b>	<b>602,314</b>	<b>2,340,807</b>	<b>1,608,576</b>	<b>732,231</b>	<b>5,634,132</b>	<b>4,783,338</b>	<b>(850,794)</b>
<b>EXPENSES DETAIL</b>														
<b>Certificated Salaries</b>														
1100	TeacherSalaries	13,000	44,638	97,181	108,776	113,406	105,818	101,286	584,105	502,527	81,578	1,174,864	1,174,864	-
1200	Cert Aid	-	4,524	15,889	16,728	16,425	13,845	18,879	86,290	58,321	27,969	156,922	139,969	(16,953)
1300	Cert Adminis	19,740	26,922	26,964	27,994	30,034	28,574	26,964	187,192	162,903	24,290	332,150	343,590	11,440
<b>SUBTOTAL - Certificated Salaries</b>		<b>32,740</b>	<b>76,084</b>	<b>140,034</b>	<b>153,498</b>	<b>159,865</b>	<b>148,237</b>	<b>147,129</b>	<b>857,587</b>	<b>723,750</b>	<b>133,837</b>	<b>1,663,936</b>	<b>1,658,423</b>	<b>(5,513)</b>
<b>Classified Salaries</b>														
2100	Instructional Aides	9,281	10,953	24,940	21,080	21,602	14,925	8,556	111,336	120,807	(9,471)	260,086	267,662	7,575
2200	Classified Support	6,766	6,777	9,990	11,761	10,617	10,038	9,562	65,511	52,527	12,983	109,828	109,828	-
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	5,592	8,942	9,847	9,703	10,170	9,720	9,440	63,413	55,093	8,320	118,802	118,802	-
2900	OtherClassStaff	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Classified Salaries</b>		<b>21,638</b>	<b>26,672</b>	<b>44,777</b>	<b>42,544</b>	<b>42,389</b>	<b>34,682</b>	<b>27,557</b>	<b>240,259</b>	<b>228,427</b>	<b>11,832</b>	<b>488,716</b>	<b>496,292</b>	<b>7,575</b>
<b>Employee Benefits</b>														
3101	STRS-Certified	5,967	14,532	25,437	26,579	16,977	28,237	28,073	145,801	113,564	32,238	264,890	263,798	(1,092)
3102	STRS-Classified	392	279	924	877	970	895	515	4,853	26,506	(21,652)	55,536	57,429	1,893
3201	PERS-Cert	-	-	1,454	2,907	-	-	-	4,361	15,997	(11,636)	33,274	34,661	1,387
3202	PERS-Classified	2,669	6,180	9,951	8,941	8,446	6,770	6,224	49,182	17,224	31,958	37,121	37,318	197
3301	OASDI/Med-Cert	471	1,096	2,378	3,089	2,310	2,142	2,057	13,543	14,067	(524)	30,143	30,478	335
3302	OASDI/Med-Class	1,523	1,939	3,115	2,959	2,917	2,352	1,930	16,736	7,206	9,530	15,409	15,613	203
3401	HlthWelfareCert	21,587	860	1,453	53,636	49,051	24,303	24,391	175,280	106,131	69,149	233,215	229,949	(3,266)
3402	HlthWelfareCert	-	-	-	-	-	-	-	-	28,307	(28,307)	61,386	61,331	(54)
3501	UI-Certificated	3,115	-	(3,115)	2,095	-	-	2,896	4,991	3,503	1,488	3,036	7,589	4,553
3502	UI-Classified	-	-	-	-	-	-	-	-	1,033	(1,033)	874	2,239	1,365
3601	WorkersCmp-Cert	5,762	1,921	1,921	1,921	1,921	1,921	1,921	17,288	17,232	56	36,991	37,335	344
3602	WorkersCmp-Class	-	-	-	-	-	-	-	-	7,368	(7,368)	16,309	15,965	(344)
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-
3990	PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Employee Benefits</b>		<b>41,485</b>	<b>26,807</b>	<b>43,518</b>	<b>103,004</b>	<b>82,592</b>	<b>66,620</b>	<b>68,008</b>	<b>432,035</b>	<b>358,136</b>	<b>73,899</b>	<b>788,184</b>	<b>793,705</b>	<b>5,520</b>



2022-23 Second Interim Budget		Year to Date									Annual Budget			
MSA 5		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
		Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals						
<b>Books &amp; Supplies</b>														
4100	Text&CoreCurric	-	1,742	-	6,046	-	2,904	2,418	13,109	9,231	3,879	23,000	20,000	(3,000)
4200	BooksOthRefMats	-	-	2,864	1,949	108	-	43	4,965	3,923	1,042	5,500	8,500	3,000
4300	Ins Mats & Sups 2	-	-	-	-	-	-	-	-	692	(692)	20,085	1,500	(18,585)
4310	Ins Mats & Sups	-	320	-	-	-	-	54	374	4,154	(3,780)	10,501	9,001	(1,500)
4315	OthrSupplies	-	-	-	-	-	-	-	-	462	(462)	1,000	1,000	-
4320	Office Supplies	-	2,929	3,179	-	1,004	80	195	7,387	7,846	(459)	15,000	17,000	2,000
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	2,315	-	68	-	751	3,135	1,846	1,289	4,000	4,000	-
4335	PE Supplies	-	-	279	-	4,901	770	499	6,449	7,846	(1,398)	12,000	17,000	5,000
4340	Educat Software	-	15,979	5,113	-	3,888	-	1,625	26,605	20,076	6,529	43,498	43,498	-
4345	NonInstStdntSup	-	-	520	530	-	1,052	11,864	13,966	12,869	1,097	27,883	27,883	-
4346	TeacherSupplies	-	978	64	1,827	-	-	763	3,632	2,769	863	6,000	6,000	-
4350	Cust. Supplies	-	-	-	-	-	-	-	-	462	(462)	1,000	1,000	-
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	7,525	-	189	-	-	7,714	6,000	1,714	11,000	13,000	2,000
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	462	(462)	4,000	1,000	(3,000)
4410	ClssrmFrnEqp<5k	-	-	-	-	-	-	-	-	462	(462)	1,000	1,000	-
4430	OfficeFurnEqp<5k	-	-	1,145	-	-	-	-	1,145	1,846	(702)	4,000	4,000	-
4440	Computers <\$5k	-	-	-	649	1,395	197	1,611	3,851	6,000	(2,149)	10,000	13,000	3,000
4460	FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	-	-	-
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	1,324	(1,324)	-	3,231	(3,231)	7,000	7,000	-
4480	FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	3,095	-	-	3,095	2,308	788	-	5,000	5,000
4720	Food:Other Food	(0)	-	4,148	923	51	-	2,646	7,768	4,615	3,153	10,000	10,000	-
4990	Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-	2,117	830	10,247	(11,108)	2,085	-	2,085	-	-	-
<b>SUBTOTAL - Books and Supplies</b>		<b>(0)</b>	<b>21,948</b>	<b>27,152</b>	<b>14,041</b>	<b>15,530</b>	<b>16,628</b>	<b>9,982</b>	<b>105,280</b>	<b>97,099</b>	<b>8,181</b>	<b>216,467</b>	<b>210,382</b>	<b>(6,085)</b>

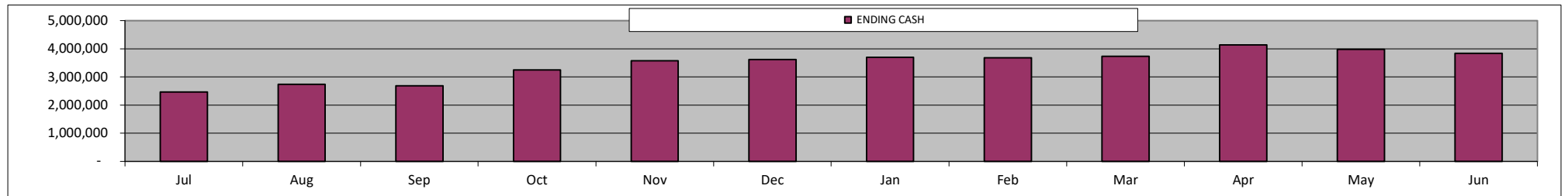
2022-23 Second Interim Budget											Annual Budget			
MSA 5	Year to Date							Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget	
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals							
<b>Services &amp; Other Operating Expenses</b>														
5101	CMO Fees	-	-	-	47,062	-	-	65,823	112,885	103,983	8,902	225,296	225,296	-
5200	Travel - General	-	-	-	-	-	-	3,142	3,142	-	3,142	-	-	-
5205	Conference Fees	-	-	-	-	-	-	-	-	692	(692)	1,500	1,500	-
5210	MilesParkTolls	-	-	-	114	-	-	-	114	462	(347)	1,000	1,000	-
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	1,959	1,959	1,846	113	1,500	4,000	2,500
5300	DuesMemberships	3,188	-	1,130	958	-	-	226	5,502	4,615	886	10,000	10,000	-
5450	Other Insurance	8,382	2,794	2,794	2,794	2,794	2,794	2,794	25,146	18,928	6,218	41,010	41,010	-
5500	OpsHousekeeping	-	-	-	-	2,696	-	4,991	7,687	4,615	3,072	1,000	10,000	9,000
5510	Gas & Electric	-	-	-	-	-	8,096	109	8,205	4,615	3,589	-	10,000	10,000
5610	Rent & Leases	15,991	15,991	15,991	15,991	15,991	15,991	15,991	111,938	92,994	18,944	201,487	201,487	-
5620	EquipmentLeases	211	-	493	-	-	-	950	1,654	2,308	(654)	5,000	5,000	-
5630	Reps&MaintBldng	-	-	-	-	-	-	-	-	60,000	(60,000)	130,000	130,000	-
5800	ProfessServices	1,560	5,455	1,855	1,855	7,202	12,240	18,737	48,903	77,115	(28,212)	167,082	167,082	-
5810	Legal	-	-	81	-	-	-	1,357	1,438	9,231	(7,793)	20,000	20,000	-
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-	-	-
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-	-	-
5819	SchlProgs-Other	-	-	3,627	-	1,100	11,163	-	15,890	26,685	(10,795)	57,817	57,817	-
5820	Audit & CPA	-	-	1,091	-	3,455	-	1,123	5,668	4,154	1,514	9,000	9,000	-
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	1,370	6,075	-	2,880	2,130	3,935	16,390	18,039	(1,649)	19,000	39,085	20,085
5836	FieldTrip Trans	-	-	-	-	3,350	-	-	3,350	2,769	581	6,000	6,000	-
5840	MarkngStdtReert	-	4,924	1,145	1,790	1,410	3,122	3,283	15,673	18,462	(2,788)	40,000	40,000	-
5850	Oversight Fees	-	-	-	-	-	-	-	-	15,182	(15,182)	32,894	32,894	-
5857	Payroll Fees	1,580	1,003	1,238	1,266	1,279	1,211	1,565	9,142	6,923	2,219	15,000	15,000	-
5860	Service Fees	-	-	-	-	-	-	-	-	462	(462)	1,000	1,000	-
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	325	1,643	-	-	518	2,485	7,540	(5,055)	16,337	16,337	-
5864	Prof Dev-Other	-	2,828	-	1,053	790	-	5,681	10,352	6,923	3,429	15,000	15,000	-
5865	Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-	-	-
5869	SpEd Ctrct Inst	-	-	3,444	424	2,413	4,284	4,332	14,897	56,712	(41,815)	122,875	122,875	-
5870	Livescan	-	75	235	100	-	70	-	480	346	134	750	750	-
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	1,954	-	4,586	-	-	6,540	13,846	(7,306)	50,000	30,000	(20,000)
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	-	1,267	17	17	-	-	53	1,354	1,385	(31)	3,000	3,000	-
5910	Communications 2	-	-	-	-	-	-	-	-	-	-	-	-	-
5920	TelecomInternet	310	314	316	320	312	343	343	2,260	9,231	(6,970)	20,000	20,000	-
5930	PostageDelivery	-	302	603	-	605	302	348	2,158	1,846	312	2,500	4,000	1,500
5940	Technology	-	773	3,022	4,881	274	2,839	5,802	17,590	9,731	7,859	21,083	21,083	-
5990	Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>31,222</b>	<b>37,094</b>	<b>45,436</b>	<b>80,267</b>	<b>51,136</b>	<b>65,942</b>	<b>141,704</b>	<b>452,801</b>	<b>581,638</b>	<b>(128,837)</b>	<b>1,237,130</b>	<b>1,260,215</b>	<b>23,085</b>

2022-23 Second Interim Budget											Year to Date			Annual Budget		
MSA 5	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget			
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals									
<b>Capital Outlay &amp; Depreciation</b>																
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-			
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-			
6900	Depreciation	7,227	7,227	7,227	7,227	7,227	7,227	6,676	50,037	41,928	8,109	83,857	83,857			
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		<b>7,227</b>	<b>7,227</b>	<b>7,227</b>	<b>7,227</b>	<b>7,227</b>	<b>7,227</b>	<b>6,676</b>	<b>50,037</b>	<b>41,928</b>	<b>8,109</b>	<b>83,857</b>	<b>83,857</b>			
<b>Other Outflows</b>																
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-			
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-			
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-			
<b>SUBTOTAL - Other Outflows</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>			
<b>TOTAL EXPENSES</b>		<b>134,312</b>	<b>195,833</b>	<b>308,143</b>	<b>400,581</b>	<b>358,739</b>	<b>339,335</b>	<b>401,055</b>	<b>2,137,998</b>	<b>2,030,978</b>	<b>107,021</b>	<b>4,478,290</b>	<b>4,502,873</b>	<b>24,583</b>		



2022-23 Monthly Cash Flow (Actuals + Projections)

MSA-5	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>2,309,366</b>	<b>2,464,460</b>	<b>2,736,657</b>	<b>2,683,561</b>	<b>3,248,164</b>	<b>3,570,416</b>	<b>3,623,223</b>	<b>3,699,509</b>	<b>3,678,715</b>	<b>3,733,845</b>	<b>4,139,755</b>	<b>3,980,619</b>	<b>3,842,565</b>	
<b>Revenue</b>														
LCFF Entitlement	41,830	174,825	146,937	378,663	219,868	219,869	378,664	214,900	257,048	349,954	191,159	191,159	314,155	3,079,032
Federal Revenue	-	-	3,440	32,490	29,025	27,537	14,031	-	-	112,617	-	-	259,700	478,840
Other State Revenues	11,917	13,256	64,563	49,403	210,016	97,197	207,180	137,597	137,597	155,459	44,797	13,065	53,705	1,195,751
Other Local Revenues	2,263	-	720	13,011	731	932	2,440	2,476	2,476	2,476	2,476	(287)	(0)	29,714
<b>Total Revenue</b>	<b>56,010</b>	<b>188,081</b>	<b>215,660</b>	<b>473,567</b>	<b>459,640</b>	<b>345,535</b>	<b>602,314</b>	<b>354,973</b>	<b>397,121</b>	<b>620,506</b>	<b>238,433</b>	<b>203,938</b>	<b>627,559</b>	<b>4,783,338</b>
<b>Expenses</b>														
Certificated Salaries	32,740	76,084	140,034	153,498	159,865	148,237	147,129	138,202	138,202	138,202	138,202	138,202	109,827	1,658,423
Classified Salaries	21,638	26,672	44,777	42,544	42,389	34,682	27,557	41,358	41,358	41,358	41,358	41,358	49,244	496,292
Benefits	41,485	26,807	43,518	103,004	82,592	66,620	68,008	62,224	62,224	62,224	62,224	62,224	50,549	793,705
Books and Supplies	(0)	21,948	27,152	14,041	15,530	16,628	9,982	16,183	16,183	16,183	16,183	16,183	24,186	210,382
Services and Operations	31,222	37,094	45,436	80,267	51,136	65,942	141,704	96,940	96,940	96,940	96,940	96,940	322,716	1,260,215
Depreciation / Cap Outlay	7,227	7,227	7,227	7,227	7,227	7,227	6,676	6,988	6,988	6,988	6,988	6,988	(0)	83,857
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>134,312</b>	<b>195,833</b>	<b>308,143</b>	<b>400,581</b>	<b>358,739</b>	<b>339,335</b>	<b>401,055</b>	<b>361,895</b>	<b>361,895</b>	<b>361,895</b>	<b>361,895</b>	<b>360,775</b>	<b>556,522</b>	<b>4,502,873</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals														-
Accounts Receivable - Current Year	365,921	6,059	74,143	74,620	22,916	30,450	53,138	21,802		182,972				832,020
Other Assets/Accrual Adj			2,857	17										2,874
Fixed Assets - Depreciation Addback	7,227	7,128	(17,134)	358,727	(5,055)	4,747	(23,611)	6,988	6,988	6,988	6,988	5,868		365,849
Fixed Assets - Acquisitions														-
Due To (From)		300,690	294	48,679	242,388	(42)	27,164		55,577			55,577		730,326
Expenses - Prior Year Accruals														-
Accounts Payable - Current Year	(131,862)	(27,096)	(68,747)	(6,702)	(7,828)	(9,231)	(6,543)	(42,662)	(42,662)	(42,662)	(42,662)	(42,662)		(471,319)
Summer Holdback for Teachers														-
Loans Payable (Current)					-	-	-	-	-	-	-	-		-
Loans Payable (Long Term)					-	-	-	-	-	-	-	-		-
Other	(7,889)	(6,832)	47,973	16,277	(31,071)	20,684	(175,121)							(135,979)
<b>Total Other Transactions</b>	<b>233,397</b>	<b>279,949</b>	<b>39,386</b>	<b>491,617</b>	<b>221,350</b>	<b>46,607</b>	<b>(124,973)</b>	<b>(13,872)</b>	<b>19,903</b>	<b>147,298</b>	<b>(35,674)</b>	<b>18,783</b>		<b>1,323,772</b>
<b>Total Change in Cash</b>	<b>155,094</b>	<b>272,197</b>	<b>(53,096)</b>	<b>564,603</b>	<b>322,252</b>	<b>52,807</b>	<b>76,286</b>	<b>(20,794)</b>	<b>55,130</b>	<b>405,910</b>	<b>(159,136)</b>	<b>(138,054)</b>		<b>1,604,236</b>
<b>ENDING CASH</b>	<b>2,464,460</b>	<b>2,736,657</b>	<b>2,683,561</b>	<b>3,248,164</b>	<b>3,570,416</b>	<b>3,623,223</b>	<b>3,699,509</b>	<b>3,678,715</b>	<b>3,733,845</b>	<b>4,139,755</b>	<b>3,980,619</b>	<b>3,842,565</b>		<<< = 311 days cash



2022-23 Second Interim Budget										Year to Date			Annual Budget		
MSA 6	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget		
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals								
Projected Average Daily Attendance:											86	84	2		
<b>SUMMARY</b>															
<b>Revenue</b>															
LCFF Entitlement	29,250	56,853	47,102	107,501	69,182	69,183	122,127	501,198	443,767	57,431	1,116,998	1,104,514	(12,484)		
Federal Revenue	2,258	2,261	1,506	391	29,135	17,258	41,699	94,508	56,190	38,319	203,387	205,552	2,165		
Other State Revenues	9,038	11,538	13,178	22,681	193,257	36,153	86,132	371,977	80,548	291,429	1,302,449	592,744	(709,705)		
Other Local Revenues	1,086	144	-	2,965	-	1,030	-	5,225	21,302	(16,077)	96,738	95,518	(1,220)		
<b>Total Revenue</b>	<b>41,632</b>	<b>70,796</b>	<b>61,786</b>	<b>133,538</b>	<b>291,574</b>	<b>123,624</b>	<b>249,958</b>	<b>972,908</b>	<b>601,807</b>	<b>371,101</b>	<b>2,719,572</b>	<b>1,998,328</b>	<b>(721,244)</b>		
<b>Expenditures</b>															
Certificated Salaries	12,431	36,740	61,342	61,109	64,113	84,843	68,966	389,544	369,727	19,817	842,429	842,429	-		
Classified Salaries	10,028	15,216	21,561	21,427	23,019	(1,445)	14,546	104,354	112,954	(8,600)	225,908	225,908	-		
Benefits	16,655	13,914	19,692	40,741	35,578	29,795	32,190	188,565	165,678	22,888	367,197	367,197	-		
Books and Supplies	0	8,184	26,643	2,903	2,830	2,863	2,107	45,530	48,552	(3,022)	109,646	105,196	(4,450)		
Services and Operating Exp.	26,031	63,086	26,717	25,842	24,126	24,903	184,681	375,386	370,702	4,684	933,999	803,188	(130,811)		
Depreciation & Cap Outlay	-	-	9,055	-	-	9,465	-	18,520	18,110	410	32,993	32,993	-		
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Expenditures</b>	<b>65,145</b>	<b>137,141</b>	<b>165,009</b>	<b>152,023</b>	<b>149,667</b>	<b>150,425</b>	<b>302,489</b>	<b>1,121,898</b>	<b>1,085,722</b>	<b>36,177</b>	<b>2,512,172</b>	<b>2,376,910</b>	<b>(135,261)</b>		
<b>Net Revenues</b>								<b>(148,991)</b>	<b>(483,915)</b>	<b>334,925</b>	<b>207,401</b>	<b>(378,582)</b>	<b>(585,983)</b>		
<b>Fund Balance</b>															
Beginning Balance (Audited)												2,440,121			
Net Revenues												(378,582)			
<b>Ending Fund Balance</b>												<b>2,061,539</b>			
<b>Components of Fund Bal.</b>															
Available For Econ. Uncert.												1,981,381			
Restricted Balances (Est.)												29,854			
Net Fixed Assets												50,304			
<b>Ending Fund Balance</b>												<b>2,061,539</b>			



2022-23 Second Interim Budget										Year to Date			Annual Budget												
MSA 6										Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget			
										Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals									
<b>REVENUE DETAIL</b>																									
<b>LCFF Entitlement</b>																									
8011	State Aid	-	27,601	27,601	49,681	49,681	49,681	49,681	253,926	278,810	(24,884)	611,192	606,108	(5,084)											
8012	EPA Entitlement	-	-	-	52,945	-	-	52,945	105,890	52,945	52,945	235,145	231,705	(3,440)											
8019	Prior Year Adjustments	(2)	-	-	-	-	-	-	(2)	(2)	-	-	-	-											
8096	InLieuPropTaxes	29,252	29,252	19,501	4,875	19,501	19,502	19,501	141,384	112,014	29,370	270,661	266,701	(3,960)											
<b>SUBTOTAL - LCFF Entitlement</b>		<b>29,250</b>	<b>56,853</b>	<b>47,102</b>	<b>107,501</b>	<b>69,182</b>	<b>69,183</b>	<b>122,127</b>	<b>501,198</b>	<b>443,767</b>	<b>57,431</b>	<b>1,116,998</b>	<b>1,104,514</b>	<b>(12,484)</b>											
<b>Federal Revenue</b>																									
8181	SpEd - Revenue	2,258	2,261	1,506	377	1,506	1,506	1,506	10,920	10,367	554	21,771	22,260	489											
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-											
8290	All Other Federal Revenue	-	-	-	14	27,629	15,752	40,193	83,588	45,823	37,765	181,616	183,292	1,676											
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-											
<b>SUBTOTAL - Federal Revenue</b>		<b>2,258</b>	<b>2,261</b>	<b>1,506</b>	<b>391</b>	<b>29,135</b>	<b>17,258</b>	<b>41,699</b>	<b>94,508</b>	<b>56,190</b>	<b>38,319</b>	<b>203,387</b>	<b>205,552</b>	<b>2,165</b>											
<b>Other State Revenue</b>																									
8311	SpEd Revenue	9,038	9,038	6,025	1,505	6,025	6,025	8,667	46,323	25,606	20,717	-	-	-											
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-											
8550	MandCstReimburs	-	-	-	-	1,411	-	-	1,411	1,585	(174)	1,585	1,585	-											
8560	StateLotteryRev	-	-	-	9,912	-	-	-	9,912	9,912	-	20,489	20,489	-											
8590	AllOthStateRev	-	2,500	7,153	11,264	185,821	30,128	77,465	314,331	43,445	270,886	1,280,375	570,670	(709,705)											
8595	State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-											
<b>SUBTOTAL - Other State Revenue</b>		<b>9,038</b>	<b>11,538</b>	<b>13,178</b>	<b>22,681</b>	<b>193,257</b>	<b>36,153</b>	<b>86,132</b>	<b>371,977</b>	<b>80,548</b>	<b>291,429</b>	<b>1,302,449</b>	<b>592,744</b>	<b>(709,705)</b>											
<b>Local Revenue</b>																									
8600	Other Local Rev	-	-	-	-	-	-	-	-	-	-	-	-	-											
8634	StudentLunchFee	-	-	-	71	-	-	-	71	71	-	-	-	-											
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-											
8660	Interest	-	-	-	-	-	-	-	-	-	-	-	-	-											
8682	Summer School	-	-	-	-	-	-	-	-	-	-	-	-	-											
8677	SpEd Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-											
8695	Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-	-	-	-											
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	1,086	-	-	2,965	-	(136)	-	3,915	18,750	(14,835)	85,622	84,402	(1,220)											
8980	Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-	-	-											
8999	Misc Revenue (Suspense)	-	144	-	(144)	-	1,166	-	1,166	1,166	-	-	-	-											
<b>SUBTOTAL - Local Revenue</b>		<b>1,086</b>	<b>144</b>	<b>-</b>	<b>2,892</b>	<b>-</b>	<b>1,030</b>	<b>-</b>	<b>5,152</b>	<b>19,987</b>	<b>(14,835)</b>	<b>85,622</b>	<b>84,402</b>	<b>(1,220)</b>											

2022-23 Second Interim Budget										Year to Date			Annual Budget		
MSA 6	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget		
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals								
<b>Fundraising &amp; Grants</b>															
8802	Donations - Private	-	-	-	-	-	-	-	-	-	7,116	7,116	-		
8803	Fundraising	-	-	-	73	-	-	73	1,315	(1,242)	4,000	4,000	-		
<b>SUBTOTAL - Fundraising &amp; Grants</b>		-	-	-	73	-	-	73	1,315	(1,242)	11,116	11,116	-		
<b>TOTAL REVENUE</b>															
		41,632	70,796	61,786	133,538	291,574	123,624	249,958	972,908	601,807	371,101	2,719,572	1,998,328	(721,244)	
<b>EXPENSES DETAIL</b>															
<b>Certificated Salaries</b>															
1100	TeacherSalaries	6,363	27,404	52,006	51,443	54,502	75,507	53,981	321,206	257,441	63,765	617,857	617,857	-	
1200	Cert Aid	-	-	-	-	-	-	5,649	5,649	5,764	(115)	11,528	11,528	-	
1300	Cert Adminis	6,068	9,336	9,336	9,666	9,611	9,336	9,336	62,689	106,522	(43,833)	213,044	213,044	-	
<b>SUBTOTAL - Certificated Salaries</b>		12,431	36,740	61,342	61,109	64,113	84,843	68,966	389,544	369,727	19,817	842,429	842,429	-	
<b>Classified Salaries</b>															
2100	Instructional Aides	4,187	6,354	10,821	11,144	11,633	(41,690)	-	2,450	15,743	(13,293)	31,486	31,486	-	
2200	Classified Support	1,860	2,301	4,175	3,669	4,273	33,682	7,983	57,942	57,079	862	114,159	114,159	-	
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	
2400	Clerical & Tech	3,981	6,562	6,565	6,614	7,114	6,564	6,564	43,962	40,131	3,831	80,262	80,262	-	
2900	OtherClassStaff	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>SUBTOTAL - Classified Salaries</b>		10,028	15,216	21,561	21,427	23,019	(1,445)	14,546	104,354	112,954	(8,600)	225,908	225,908	-	
<b>Employee Benefits</b>															
3101	STRS-Certified	2,374	7,017	11,716	11,672	7,761	11,839	12,098	64,478	56,712	7,766	131,104	131,104	-	
3102	STRS-Classified	-	-	-	-	-	-	-	-	7,379	(7,379)	15,987	15,987	-	
3201	PERS-Cert	-	-	-	-	-	5,678	1,408	7,086	8,746	(1,660)	18,950	18,950	-	
3202	PERS-Classified	1,273	3,841	5,270	5,365	5,606	(383)	3,690	24,662	14,567	10,095	31,563	31,563	-	
3301	OASDI/Med-Cert	180	530	885	882	926	2,643	1,263	7,308	7,231	78	15,667	15,667	-	
3302	OASDI/Med-Class	767	1,160	1,649	1,639	1,761	(111)	1,113	7,979	4,953	3,027	10,731	10,731	-	
3401	HlthWelfareCert	8,008	446	543	19,273	18,605	9,207	10,437	66,519	43,696	22,823	94,674	94,674	-	
3402	HlthWelfareCert	-	-	-	-	-	-	-	-	12,620	(12,620)	27,342	27,342	-	
3501	UI-Certificated	1,292	-	(1,292)	990	-	-	1,261	2,251	703	1,548	1,522	1,522	-	
3502	UI-Classified	-	-	-	-	-	-	-	-	192	(192)	416	416	-	
3601	WorkersCmp-Cert	2,761	920	920	920	920	920	920	8,281	6,303	1,978	13,656	13,656	-	
3602	WorkersCmp-Class	-	-	-	-	-	-	-	-	2,577	(2,577)	5,584	5,584	-	
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-	
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-	
3990	PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>SUBTOTAL - Employee Benefits</b>		16,655	13,914	19,692	40,741	35,578	29,795	32,190	188,565	165,678	22,888	367,197	367,197	-	

2022-23 Second Interim Budget											Year to Date			Annual Budget		
MSA 6											Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals								
<b>Books &amp; Supplies</b>																
4100	Text&CoreCurric	-	-	15,707	-	-	-	316	16,023	9,231	6,793	20,000	20,000	-		
4200	BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-		
4300	Ins Mats & Sups 2	-	-	-	-	-	-	-	-	9,270	(9,270)	20,085	20,085	-		
4310	Ins Mats & Sups	-	-	-	-	-	-	-	-	923	(923)	3,000	2,000	(1,000)		
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-		
4320	Office Supplies	-	(0)	1,546	107	280	122	5	2,061	1,846	215	8,000	4,000	(4,000)		
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-		
4326	Arts&MusicSupps	-	-	-	-	-	-	-	-	600	(600)	1,300	1,300	-		
4335	PE Supplies	-	-	-	-	-	-	-	-	462	(462)	3,250	1,000	(2,250)		
4340	Educat Software	-	7,482	1,088	-	1,180	-	1,680	11,430	12,053	(623)	26,815	26,115	(700)		
4345	NonInstStdntSup	0	-	111	1,646	1,369	2,693	-	5,820	4,706	1,114	6,696	10,196	3,500		
4346	TeacherSupplies	-	450	3,132	-	-	-	-	3,582	2,308	1,274	5,000	5,000	-		
4350	Cust. Supplies	-	-	266	-	-	-	-	266	923	(657)	2,000	2,000	-		
4351	Yearbook	-	-	-	-	-	-	-	-	923	(923)	2,000	2,000	-		
4390	Uniforms	-	-	2,988	-	-	-	-	2,988	1,846	1,142	4,000	4,000	-		
4400	NonCapEquip-Gen	-	-	-	-	-	-	-	-	462	(462)	2,000	1,000	(1,000)		
4410	ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-		
4430	OfficeFurnEqp<5k	-	-	-	-	-	-	-	-	231	(231)	500	500	-		
4440	Computers <\$5k	-	-	-	685	-	-	-	685	462	224	-	1,000	1,000		
4460	FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	-	-	-		
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-		
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-		
4480	FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-		
4710	Food	-	-	-	-	-	-	-	-	462	(462)	1,000	1,000	-		
4720	Food:Other Food	-	-	1,805	480	-	48	105	2,438	1,846	591	4,000	4,000	-		
4990	Prior Year Adj (Mat'l's)	-	-	-	-	-	-	-	-	-	-	-	-	-		
4999	Misc Expenditure (Suspense)	-	252	-	(15)	-	-	-	237	-	237	-	-	-		
<b>SUBTOTAL - Books and Supplies</b>		<b>0</b>	<b>8,184</b>	<b>26,643</b>	<b>2,903</b>	<b>2,830</b>	<b>2,863</b>	<b>2,107</b>	<b>45,530</b>	<b>48,552</b>	<b>(3,022)</b>	<b>109,646</b>	<b>105,196</b>	<b>(4,450)</b>		



2022-23 Second Interim Budget		Year to Date									Annual Budget			
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
<b>MSA 6</b>														
<b>Services &amp; Other Operating Expenses</b>														
5101	CMO Fees	-	-	-	10,981	-	-	86,001	96,982	114,380	(17,399)	286,773	247,824	(38,949)
5200	Travel - General	-	-	-	-	-	-	-	-	-	-	-	-	-
5205	Conference Fees	-	-	-	-	-	-	-	-	231	(231)	500	500	-
5210	MilesParkTolls	-	72	-	-	-	-	1,067	1,138	231	908	500	500	-
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	-	-	231	(231)	500	500	-
5300	DuesMemberships	1,063	-	1,145	30	15	15	-	2,267	1,154	1,113	2,500	2,500	-
5450	Other Insurance	4,024	1,341	1,341	1,341	1,341	1,341	1,341	12,070	9,593	2,477	20,785	20,785	-
5500	OpsHousekeeping	-	1,240	486	848	406	406	406	3,793	6,000	(2,207)	20,000	13,000	(7,000)
5510	Gas & Electric	-	-	-	-	-	-	-	-	231	(231)	500	500	-
5610	Rent & Leases	13,899	10,462	6,046	(903)	6,046	6,046	6,046	47,644	34,129	13,514	73,947	73,947	-
5620	EquipmentLeases	495	273	762	264	247	247	247	2,536	3,323	(787)	7,200	7,200	-
5630	Reps&MaintBldng	-	-	-	-	-	-	-	-	923	(923)	4,500	2,000	(2,500)
5800	ProfessServices	879	5,455	1,855	1,855	4,368	1,855	7,905	24,169	53,479	(29,310)	195,872	115,872	(80,000)
5810	Legal	-	-	-	61	-	-	4,801	4,862	2,308	2,554	5,000	5,000	-
5813	SchPrgAftSchool	-	-	-	-	-	-	-	-	25,372	(25,372)	54,972	54,972	-
5814	SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-	-	-
5819	SchIProgs-Other	-	-	-	-	-	-	-	-	923	(923)	2,000	2,000	-
5820	Audit & CPA	-	-	1,091	-	3,455	-	1,123	5,668	4,154	1,514	9,000	9,000	-
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	1,004	-	525	-	-	-	-	1,529	1,385	144	3,000	3,000	-
5836	FieldTrip Trans	-	37,818	-	-	-	-	65,682	103,500	48,000	55,500	104,000	104,000	-
5840	MarkngStdtRecrt	-	850	1,631	3,139	-	2,550	850	9,021	6,000	3,021	13,000	13,000	-
5850	Oversight Fees	1,072	1,071	714	179	714	714	714	5,178	5,155	23	14,632	11,170	(3,462)
5857	Payroll Fees	1,062	697	814	773	763	763	943	5,815	4,154	1,661	9,000	9,000	-
5860	Service Fees	-	-	-	-	-	-	-	-	692	(692)	1,500	1,500	-
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	-	-	42	-	-	-	42	15,046	(15,004)	32,599	32,599	-
5864	Prof Dev-Other	-	-	595	-	-	-	2,392	2,987	2,171	816	4,703	4,703	-
5865	Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-	-	-
5869	SpEd Ctrct Inst	-	-	-	1,164	781	1,677	1,887	5,509	10,048	(4,539)	21,771	21,771	-
5870	Livescan	-	94	238	-	-	-	-	332	185	147	300	400	100
5872	SPED Fees (incl Encroachment)	2,260	2,260	1,506	376	1,506	1,506	1,506	10,920	6,900	4,020	14,950	14,950	-
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	-	-	1,746	-	-	1,746	2,308	(562)	5,000	5,000	-
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	-	617	17	17	17	-	43	711	692	18	2,500	1,500	(1,000)
5910	Communications 2	-	-	-	-	-	-	-	-	-	-	-	-	-
5920	TelecomInternet	-	289	4,745	143	2,448	143	4,744	12,512	4,615	7,896	6,000	10,000	4,000
5930	PostageDelivery	-	-	-	-	-	-	-	-	462	(462)	3,000	1,000	(2,000)
5940	Technology	274	548	3,206	5,532	274	2,839	1,784	14,457	6,228	8,229	13,494	13,494	-
5990	Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>26,031</b>	<b>63,086</b>	<b>26,717</b>	<b>25,842</b>	<b>24,126</b>	<b>24,903</b>	<b>184,681</b>	<b>375,386</b>	<b>370,702</b>	<b>4,684</b>	<b>933,999</b>	<b>803,188</b>	<b>(130,811)</b>

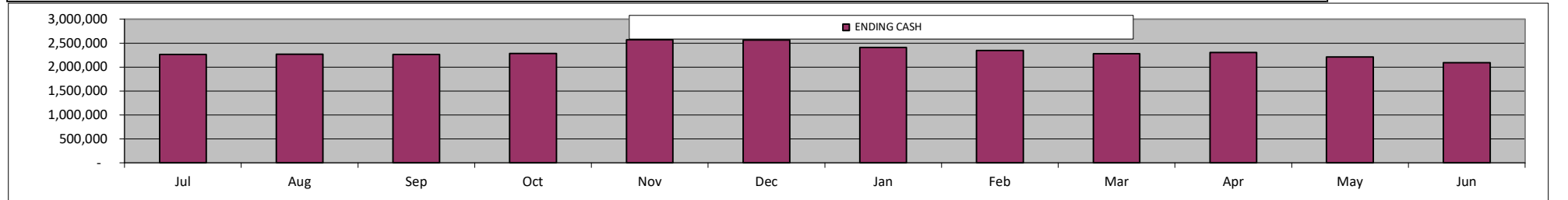
2022-23 Second Interim Budget		Year to Date									Annual Budget			
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
<b>MSA 6</b>														
<b>Capital Outlay &amp; Depreciation</b>														
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	
6900	Depreciation	-	-	9,055	-	-	-	9,465	-	18,520	18,110	410	32,993	
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		-	-	9,055	-	-	-	9,465	-	18,520	18,110	410	32,993	
<b>Other Outflows</b>														
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	
<b>SUBTOTAL - Other Outflows</b>		-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>		65,145	137,141	165,009	152,023	149,667	150,425	302,489	1,121,898	1,085,722	36,177	2,512,172	2,376,910	(135,261)



2022-23 Monthly Cash Flow (Actuals + Projections)

MSA-6	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>2,434,523</b>	<b>2,263,599</b>	<b>2,270,909</b>	<b>2,262,799</b>	<b>2,284,566</b>	<b>2,571,023</b>	<b>2,564,150</b>	<b>2,412,025</b>	<b>2,347,959</b>	<b>2,276,226</b>	<b>2,307,823</b>	<b>2,211,658</b>	<b>2,089,887</b>	
<b>Revenue</b>														
LCFF Entitlement	29,250	56,853	47,102	107,501	69,182	69,183	122,127	75,886	91,514	120,028	67,083	67,083	181,722	1,104,514
Federal Revenue	2,258	2,261	1,506	391	29,135	17,258	41,699	1,982	1,982	47,805	1,982	1,982	55,310	205,552
Other State Revenues	9,038	11,538	13,178	22,681	193,257	36,153	86,132	36,620	36,620	43,450	36,620	11,014	56,444	592,744
Other Local Revenues	1,086	144	-	2,965	-	1,030	-	7,677	7,677	7,677	7,677	7,677	51,910	95,518
<b>Total Revenue</b>	<b>41,632</b>	<b>70,796</b>	<b>61,786</b>	<b>133,538</b>	<b>291,574</b>	<b>123,624</b>	<b>249,958</b>	<b>122,165</b>	<b>137,793</b>	<b>218,960</b>	<b>113,362</b>	<b>87,756</b>	<b>345,385</b>	<b>1,998,328</b>
<b>Expenses</b>														
Certificated Salaries	12,431	36,740	61,342	61,109	64,113	84,843	68,966	70,202	70,202	70,202	70,202	70,202	101,873	842,429
Classified Salaries	10,028	15,216	21,561	21,427	23,019	(1,445)	14,546	18,826	18,826	18,826	18,826	18,826	27,426	225,908
Benefits	16,655	13,914	19,692	40,741	35,578	29,795	32,190	28,788	28,788	28,788	28,788	28,788	34,689	367,197
Books and Supplies	0	8,184	26,643	2,903	2,830	2,863	2,107	8,092	8,092	8,092	8,092	8,092	19,206	105,196
Services and Operations	26,031	63,086	26,717	25,842	24,126	24,903	184,681	61,784	61,784	61,784	61,784	61,784	118,883	803,188
Depreciation / Cap Outlay	-	-	9,055	-	-	9,465	-	-	9,055	-	-	-	5,418	32,993
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>65,145</b>	<b>137,141</b>	<b>165,009</b>	<b>152,023</b>	<b>149,667</b>	<b>150,425</b>	<b>302,489</b>	<b>187,692</b>	<b>196,747</b>	<b>187,692</b>	<b>187,692</b>	<b>193,110</b>	<b>302,078</b>	<b>2,376,910</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals														-
Accounts Receivable - Current Year	73,278	62,018	85,805	26,563	92,657	14,060		23,296		22,165				399,842
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	-	-	9,055	-	(14,754)	9,465	-	-	9,055	-	-	5,418		18,239
Fixed Assets - Acquisitions														-
Due To (From)		22,920		(2,965)	(10,981)	270	(106,579)							(97,335)
Expenses - Prior Year Accruals	521													521
Accounts Payable - Current Year	(218,452)	1,017	253	5,673	(5,828)	(6,432)	5,475	(21,835)	(21,835)	(21,835)	(21,835)	(21,835)		(327,468)
Summer Holdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)														-
Loans Payable (Long Term)														-
Other	(2,758)	(12,300)		10,981	83,456	2,565	1,510							83,454
<b>Total Other Transactions</b>	<b>(147,411)</b>	<b>73,655</b>	<b>95,113</b>	<b>40,252</b>	<b>144,550</b>	<b>19,928</b>	<b>(99,594)</b>	<b>1,462</b>	<b>(12,780)</b>	<b>330</b>	<b>(21,835)</b>	<b>(16,417)</b>		<b>-</b>
<b>Total Change in Cash</b>	<b>(170,924)</b>	<b>7,310</b>	<b>(8,110)</b>	<b>21,767</b>	<b>286,457</b>	<b>(6,873)</b>	<b>(152,125)</b>	<b>(64,066)</b>	<b>(71,734)</b>	<b>31,598</b>	<b>(96,165)</b>	<b>(121,771)</b>		<b>71,048</b>

<b>ENDING CASH</b>	<b>2,263,599</b>	<b>2,270,909</b>	<b>2,262,799</b>	<b>2,284,566</b>	<b>2,571,023</b>	<b>2,564,150</b>	<b>2,412,025</b>	<b>2,347,959</b>	<b>2,276,226</b>	<b>2,307,823</b>	<b>2,211,658</b>	<b>2,089,887</b>	<<< = 321 days cash	
--------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	------------------	---------------------	--



2022-23 Second Interim Budget											Year to Date			Annual Budget		
MSA 7	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget			
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals									
Projected Average Daily Attendance:											250	243	7			
<b>SUMMARY</b>																
<b>Revenue</b>																
LCFF Entitlement	48,650	191,686	159,252	405,383	234,761	234,762	405,383	1,679,877	1,325,353	354,524	3,343,269	3,223,803	(119,466)			
Federal Revenue	3,757	7,516	6,237	5,031	5,009	26,942	32,101	86,593	110,250	(23,657)	519,912	377,128	(142,784)			
Other State Revenues	15,031	58,331	71,795	93,788	260,075	155,726	509,490	1,164,236	370,497	793,739	1,528,573	1,998,657	470,084			
Other Local Revenues	3,323	151	1,710	8,364	2,651	3,106	654	19,959	66,375	(46,416)	270,878	262,086	(8,792)			
<b>Total Revenue</b>	<b>70,761</b>	<b>257,684</b>	<b>238,994</b>	<b>512,566</b>	<b>502,496</b>	<b>420,536</b>	<b>947,627</b>	<b>2,950,665</b>	<b>1,872,475</b>	<b>1,078,190</b>	<b>5,662,632</b>	<b>5,861,674</b>	<b>199,041</b>			
<b>Expenditures</b>																
Certificated Salaries	28,639	76,105	134,715	135,409	138,306	135,523	131,108	779,805	686,135	93,671	1,583,076	1,583,196	120			
Classified Salaries	17,346	36,726	51,974	47,306	49,598	47,885	55,785	306,621	343,434	(36,813)	686,868	686,868	-			
Benefits	41,477	32,249	44,948	96,833	84,615	68,257	74,464	442,843	332,665	110,178	749,634	739,703	(9,931)			
Books and Supplies	4,460	45,017	23,745	25,315	5,798	7,830	6,750	118,914	100,307	18,607	224,832	217,332	(7,500)			
Services and Operating Exp.	85,342	98,865	196,032	306,554	224,862	176,299	153,240	1,241,194	985,515	255,679	2,108,356	2,135,283	26,926			
Depreciation & Cap Outlay	-	-	19,088	-	-	21,165	-	40,252	38,176	2,077	119,824	119,824	-			
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-			
<b>Total Expenditures</b>	<b>177,264</b>	<b>288,962</b>	<b>470,501</b>	<b>611,416</b>	<b>503,180</b>	<b>456,959</b>	<b>421,348</b>	<b>2,929,629</b>	<b>2,486,232</b>	<b>443,398</b>	<b>5,472,590</b>	<b>5,482,206</b>	<b>9,616</b>			
<b>Net Revenues</b>								<b>21,035</b>	<b>(613,757)</b>	<b>634,793</b>	<b>190,042</b>	<b>379,468</b>	<b>189,426</b>			
<b>Fund Balance</b>																
Beginning Balance (Audited)												2,614,648				
Net Revenues												379,468				
<b>Ending Fund Balance</b>												<b>2,994,116</b>				
<b>Components of Fund Bal.</b>																
Available For Econ. Uncert.												2,081,873				
Restricted Balances (Est.)												141,560				
Net Fixed Assets												770,683				
<b>Ending Fund Balance</b>												<b>2,994,116</b>				



2022-23 Second Interim Budget		Year to Date									Annual Budget			
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
<b>MSA 7</b>														
<b>REVENUE DETAIL</b>														
<b>LCFF Entitlement</b>														
8011	State Aid	-	94,385	94,385	169,894	169,894	169,894	169,894	868,346	832,033	36,313	1,875,842	1,808,768	(67,074)
8012	EPA Entitlement	-	-	-	170,622	-	-	170,622	341,244	170,622	170,622	670,649	646,705	(23,944)
8019	Prior Year Adjustments	(1)	-	-	-	-	-	-	(1)	(1)	-	-	-	-
8096	InLieuPropTaxes	48,651	97,301	64,867	64,867	64,867	64,868	64,867	470,288	322,699	147,589	796,778	768,330	(28,448)
<b>SUBTOTAL - LCFF Entitlement</b>		<b>48,650</b>	<b>191,686</b>	<b>159,252</b>	<b>405,383</b>	<b>234,761</b>	<b>234,762</b>	<b>405,383</b>	<b>1,679,877</b>	<b>1,325,353</b>	<b>354,524</b>	<b>3,343,269</b>	<b>3,223,803</b>	<b>(119,466)</b>
<b>Federal Revenue</b>														
8181	SpEd - Revenue	3,757	7,516	5,009	5,008	5,009	5,009	5,009	36,317	32,113	4,205	64,090	64,580	490
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	All Other Federal Revenue	-	-	1,228	23	-	21,933	27,092	50,276	78,137	(27,861)	455,822	312,548	(143,274)
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Federal Revenue</b>		<b>3,757</b>	<b>7,516</b>	<b>6,237</b>	<b>5,031</b>	<b>5,009</b>	<b>26,942</b>	<b>32,101</b>	<b>86,593</b>	<b>110,250</b>	<b>(23,657)</b>	<b>519,912</b>	<b>377,128</b>	<b>(142,784)</b>
<b>Other State Revenue</b>														
8311	SpEd Revenue	15,031	30,062	20,041	20,040	20,041	20,041	29,842	155,098	85,174	69,924	-	-	-
8520	SchoolNtrState	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	4,694	-	-	4,694	4,582	112	4,582	4,582	-
8560	StateLotteryRev	-	-	-	10,263	-	-	18,676	28,939	10,263	18,676	59,215	59,215	-
8590	AllOthStateRev	-	28,269	51,754	63,485	235,340	135,685	460,972	975,505	270,478	705,027	1,464,776	1,934,860	470,084
8595	State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Other State Revenue</b>		<b>15,031</b>	<b>58,331</b>	<b>71,795</b>	<b>93,788</b>	<b>260,075</b>	<b>155,726</b>	<b>509,490</b>	<b>1,164,236</b>	<b>370,497</b>	<b>793,739</b>	<b>1,528,573</b>	<b>1,998,657</b>	<b>470,084</b>
<b>Local Revenue</b>														
8600	Other Local Rev	-	-	-	-	-	-	-	-	-	-	1	1	-
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-	2,000	2,000	-
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
8682	Summer School	-	-	-	-	-	-	-	-	-	-	-	-	-
8677	SpEd Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
8695	Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-	-	-	-
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	3,123	151	1,710	8,284	-	-	800	14,068	65,292	(51,224)	256,168	247,376	(8,792)
8980	Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-	-	-
8999	Misc Revenue (Suspense)	200	-	-	(200)	-	980	(980)	-	980	(980)	1,000	1,000	-
<b>SUBTOTAL - Local Revenue</b>		<b>3,323</b>	<b>151</b>	<b>1,710</b>	<b>8,084</b>	<b>-</b>	<b>980</b>	<b>(180)</b>	<b>14,068</b>	<b>66,272</b>	<b>(52,204)</b>	<b>259,169</b>	<b>250,377</b>	<b>(8,792)</b>

2022-23 Second Interim Budget		Year to Date									Annual Budget			
MSA 7		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
		Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals						
<b>Fundraising &amp; Grants</b>														
8802	Donations - Private	-	-	-	-	-	-	180	180	-	180	7,116	7,116	-
8803	Fundraising	-	-	-	280	2,651	2,126	654	5,711	103	5,608	4,593	4,593	-
<b>SUBTOTAL - Fundraising &amp; Grants</b>		-	-	-	280	2,651	2,126	834	5,891	103	5,788	11,709	11,709	-
<b>TOTAL REVENUE</b>		70,761	257,684	238,994	512,566	502,496	420,536	947,627	2,950,665	1,872,475	1,078,190	5,662,632	5,861,674	199,041
<b>EXPENSES DETAIL</b>														
<b>Certificated Salaries</b>														
1100	TeacherSalaries	16,000	54,198	109,179	109,873	111,970	109,027	102,277	612,524	527,316	85,209	1,265,558	1,265,558	-
1200	Cert Aid	-	3,629	7,258	7,258	7,508	7,258	10,553	43,464	43,285	179	86,570	86,570	-
1300	Cert Adminis	12,639	18,278	18,278	18,278	18,828	19,238	18,278	123,817	115,534	8,283	230,948	231,068	120
<b>SUBTOTAL - Certificated Salaries</b>		28,639	76,105	134,715	135,409	138,306	135,523	131,108	779,805	686,135	93,671	1,583,076	1,583,196	120

2022-23 Second Interim Budget											Annual Budget			
MSA 7	Year to Date							Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget	
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals							
<b>Classified Salaries</b>														
2100	Instructional Aides	7,411	10,776	24,784	21,523	24,662	20,326	11,158	120,639	153,142	(32,503)	306,284	306,284	-
2200	Classified Support	5,549	10,869	12,100	10,470	8,939	11,320	8,241	67,489	74,964	(7,475)	149,928	149,928	-
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech	4,386	15,082	15,091	15,313	15,997	16,240	36,386	118,493	115,328	3,165	230,657	230,657	-
2900	OtherClassStaff	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Classified Salaries</b>		<b>17,346</b>	<b>36,726</b>	<b>51,974</b>	<b>47,306</b>	<b>49,598</b>	<b>47,885</b>	<b>55,785</b>	<b>306,621</b>	<b>343,434</b>	<b>(36,813)</b>	<b>686,868</b>	<b>686,868</b>	<b>-</b>
<b>Employee Benefits</b>														
3101	STRS-Certified	4,787	13,947	24,580	24,593	17,494	24,720	25,013	135,135	111,457	23,678	249,152	260,419	11,266
3102	STRS-Classified	-	-	-	-	-	-	-	-	15,242	(15,242)	29,020	33,025	4,006
3201	PERS-Cert	-	745	1,490	1,490	1,352	1,490	-	6,566	14,147	(7,581)	45,587	30,653	(14,934)
3202	PERS-Classified	2,367	8,809	12,449	11,397	11,253	10,974	13,360	70,610	41,851	28,759	95,997	90,676	(5,321)
3301	OASDI/Med-Cert	632	1,284	2,315	2,325	2,367	2,331	1,850	13,103	13,391	(287)	32,661	29,013	(3,648)
3302	OASDI/Med-Class	1,327	2,810	3,976	3,615	3,791	3,660	3,959	23,138	13,777	9,362	31,150	29,849	(1,300)
3401	HlthWelfareCert	23,058	2,645	1,404	49,034	46,348	23,072	25,505	171,067	87,016	84,051	188,534	188,534	-
3402	HlthWelfareCert	-	-	-	-	-	-	-	-	24,205	(24,205)	52,444	52,444	-
3501	UI-Certificated	3,277	-	(3,277)	2,368	-	-	2,767	5,135	1,370	3,765	2,968	2,969	0
3502	UI-Classified	-	-	-	-	-	-	-	-	490	(490)	1,061	1,061	-
3601	WorkersCmp-Cert	6,029	2,010	2,010	2,010	2,010	2,010	2,010	18,089	3,343	14,746	7,243	7,243	-
3602	WorkersCmp-Class	-	-	-	-	-	-	-	-	6,377	(6,377)	13,818	13,818	-
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-
3990	PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Employee Benefits</b>		<b>41,477</b>	<b>32,249</b>	<b>44,948</b>	<b>96,833</b>	<b>84,615</b>	<b>68,257</b>	<b>74,464</b>	<b>442,843</b>	<b>332,665</b>	<b>110,178</b>	<b>749,634</b>	<b>739,703</b>	<b>(9,931)</b>

2022-23 Second Interim Budget		Year to Date									Annual Budget			
MSA 7	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget	
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals							
<b>Books &amp; Supplies</b>														
4100	Text&CoreCurric	-	-	-	6,543	-	-	-	6,543	4,615	1,927	17,000	10,000	(7,000)
4200	BooksOthRefMats	-	-	657	418	117	-	-	1,193	923	270	2,000	2,000	-
4300	Ins Mats & Sups 2	-	124	-	-	-	290	-	414	8,308	(7,894)	18,000	18,000	-
4310	Ins Mats & Sups	3,848	1,267	(1,137)	4,298	-	1,030	2,047	11,353	13,479	(2,126)	29,205	29,205	-
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	-	1,455	1,436	3,577	2,497	2,808	377	12,151	8,769	3,381	16,000	19,000	3,000
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	-	-	-	27	-	27	462	(434)	1,000	1,000	-
4335	PE Supplies	-	224	-	314	-	-	-	538	692	(154)	3,000	1,500	(1,500)
4340	Educat Software	-	10,615	2,650	4,025	2,851	-	740	20,881	13,818	7,062	29,940	29,940	-
4345	NonInstStdntSup	-	49	4,280	241	333	176	3,295	8,376	12,172	(3,796)	26,372	26,372	-
4346	TeacherSupplies	-	-	499	-	-	-	-	499	462	37	-	1,000	1,000
4350	Cust. Supplies	-	1,812	4,121	4,200	-	3,307	-	13,441	9,231	4,210	15,000	20,000	5,000
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	8,399	-	-	-	-	8,399	4,154	4,245	9,000	9,000	-
4400	NonCapEquip-Gen	-	27,640	-	-	-	-	-	27,640	13,846	13,794	40,000	30,000	(10,000)
4410	ClssrmFrnEq<5k	612	1,831	665	-	-	-	-	3,107	2,308	799	-	5,000	5,000
4430	OfficeFurnEq<5k	-	-	-	340	-	-	-	340	923	(583)	5,000	2,000	(3,000)
4440	Computers <\$5k	-	-	-	-	-	-	-	-	1,154	(1,154)	2,500	2,500	-
4460	FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	-	-	-
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-
4480	FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	419	-	396	-	815	2,308	(1,493)	5,000	5,000	-
4720	Food:Other Food	-	-	2,175	939	-	85	-	3,199	2,308	891	5,000	5,000	-
4990	Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-	-	-	-	-	-	376	(376)	815	815	-
<b>SUBTOTAL - Books and Supplies</b>		<b>4,460</b>	<b>45,017</b>	<b>23,745</b>	<b>25,315</b>	<b>5,798</b>	<b>7,830</b>	<b>6,750</b>	<b>118,914</b>	<b>100,307</b>	<b>18,607</b>	<b>224,832</b>	<b>217,332</b>	<b>(7,500)</b>



2022-23 Second Interim Budget		Year to Date									Annual Budget			
MSA 7	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget	
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals							
<b>Services &amp; Other Operating Expenses</b>														
5101	CMO Fees	-	-	-	156,873	-	-	29,219	186,092	103,983	82,109	260,702	225,296	(35,406)
5200	Travel - General	-	-	-	-	-	-	1,177	1,177	-	1,177	-	-	-
5205	Conference Fees	-	-	-	-	-	-	-	-	462	(462)	1,000	1,000	-
5210	MilesParkTolls	-	185	92	59	-	-	116	452	462	(10)	1,000	1,000	-
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	-	-	-	-	-	-	-
5300	DuesMemberships	3,488	-	830	-	-	-	-	4,318	4,615	(298)	10,000	10,000	-
5450	Other Insurance	13,488	4,496	4,496	4,496	4,496	4,496	4,496	40,464	26,538	13,926	57,500	57,500	-
5500	OpsHousekeeping	390	677	7,840	3,565	6,785	4,791	2,439	26,486	42,665	(16,179)	37,000	92,440	55,440
5510	Gas & Electric	-	5,375	9,031	6,466	6,120	4,233	4,256	35,482	28,615	6,866	62,000	62,000	-
5610	Rent & Leases	51,594	26,181	26,181	26,181	26,181	26,181	26,181	208,682	139,933	68,749	303,188	303,188	-
5620	EquipmentLeases	708	354	892	354	3,432	384	847	6,970	6,462	508	9,000	14,000	5,000
5630	Reps&MaintBldng	3,988	10,161	1,100	983	-	2,531	332	19,096	31,385	(12,289)	68,000	68,000	-
5800	ProfessServices	1,980	8,479	12,597	5,095	9,631	4,735	24,384	66,900	103,114	(36,214)	223,413	223,413	-
5810	Legal	-	-	-	-	-	-	-	-	4,615	(4,615)	10,000	10,000	-
5813	SchPrgAftSchool	-	-	-	-	-	-	45,084	45,084	4,615	40,468	10,000	10,000	-
5814	SchPrgAcadComps	-	-	-	175	-	-	-	175	-	175	-	-	-
5819	SchIProgs-Other	2,204	16,750	94,015	77,901	90,167	45,084	45,170	371,291	249,733	121,558	541,089	541,089	-
5820	Audit & CPA	-	-	1,091	-	3,455	-	1,123	5,668	4,154	1,514	9,000	9,000	-
5825	DMSBusiness Svcs	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	(1,387)	-	-	(21)	(1,408)	10,615	(12,024)	23,000	23,000	-
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-
5840	MarkngStdtRecrt	-	2,293	3,076	2,319	295	3,287	1,334	12,604	11,538	1,066	25,000	25,000	-
5850	Oversight Fees	1,790	3,579	2,386	2,386	2,386	2,386	2,386	17,299	15,430	1,869	37,040	33,433	(3,608)
5857	Payroll Fees	1,682	1,143	1,380	1,380	1,434	1,444	1,841	10,303	6,923	3,380	15,000	15,000	-
5860	Service Fees	-	-	-	-	-	-	-	-	692	(692)	4,000	1,500	(2,500)
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	4,500	5,312	365	4,682	354	(2,961)	12,252	11,308	944	24,500	24,500	-
5864	Prof Dev-Other	-	4,480	-	-	-	-	50	4,530	6,923	(2,393)	15,000	15,000	-
5865	Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-	-	-
5869	SpEd Ctrct Inst	-	-	6,992	8,238	44,656	21,993	4,597	86,477	96,503	(10,027)	209,090	209,090	-
5870	Livescan	-	165	223	216	-	75	228	907	462	445	1,000	1,000	-
5872	SPED Fees (incl Encroachment)	3,758	7,516	5,010	5,008	5,010	5,010	5,010	36,322	23,538	12,784	51,000	51,000	-
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	8,026	2,029	9,089	-	-	19,144	25,385	(6,240)	55,000	55,000	-
5890	Oth Svcs Non-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	-	1,550	-	30	20	-	-	1,600	923	677	1,000	2,000	1,000
5910	Communications 2	-	-	-	-	-	-	-	-	-	-	-	-	-
5920	TelecomInternet	-	434	-	432	300	215	431	1,811	10,154	(8,343)	22,000	22,000	-
5930	PostageDelivery	-	-	-	-	-	-	-	-	1,154	(1,154)	2,500	2,500	-
5940	Technology	274	548	5,460	3,391	6,722	2,839	1,784	21,018	12,616	8,403	20,334	27,334	7,000
5990	Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>85,342</b>	<b>98,865</b>	<b>196,032</b>	<b>306,554</b>	<b>224,862</b>	<b>176,299</b>	<b>153,240</b>	<b>1,241,194</b>	<b>985,515</b>	<b>255,679</b>	<b>2,108,356</b>	<b>2,135,283</b>	<b>26,926</b>

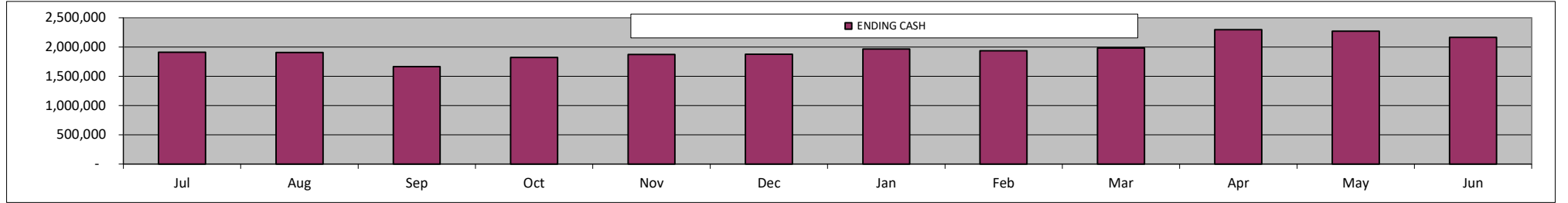
2022-23 Second Interim Budget		Year to Date									Annual Budget			
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
<b>MSA 7</b>														
<b>Capital Outlay &amp; Depreciation</b>														
6100	Site Improvement (Pre-Capitalization)	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed	-	-	-	-	-	-	-	-	-	-	-	-	-
6900	Depreciation	-	-	19,088	-	-	21,165	-	40,252	38,176	2,077	119,824	119,824	-
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>		-	-	19,088	-	-	21,165	-	40,252	38,176	2,077	119,824	119,824	-
<b>Other Outflows</b>														
7299	Other Outgo (not incl. SPED Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Other Outflows</b>		-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>		177,264	288,962	470,501	611,416	503,180	456,959	421,348	2,929,629	2,486,232	443,398	5,472,590	5,482,206	9,616



2022-23 Monthly Cash Flow (Actuals + Projections)

MSA-7	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>1,776,073</b>	<b>1,910,942</b>	<b>1,906,461</b>	<b>1,664,069</b>	<b>1,820,884</b>	<b>1,872,785</b>	<b>1,876,679</b>	<b>1,965,526</b>	<b>1,934,114</b>	<b>1,979,319</b>	<b>2,297,501</b>	<b>2,272,322</b>	<b>2,161,969</b>	
<b>Revenue</b>														
LCFF Entitlement	48,650	191,686	159,252	405,383	234,761	234,762	405,383	224,256	269,280	369,518	198,896	198,896	283,081	3,223,803
Federal Revenue	3,757	7,516	6,237	5,031	5,009	26,942	32,101	5,411	5,411	83,548	5,411	5,411	185,342	377,128
Other State Revenues	15,031	58,331	71,795	93,788	260,075	155,726	509,490	137,051	137,051	156,789	137,051	51,877	214,604	1,998,657
Other Local Revenues	3,323	151	1,710	8,364	2,651	3,106	654	25,919	25,919	25,919	25,919	25,919	112,533	262,086
<b>Total Revenue</b>	<b>70,761</b>	<b>257,684</b>	<b>238,994</b>	<b>512,566</b>	<b>502,496</b>	<b>420,536</b>	<b>947,627</b>	<b>392,636</b>	<b>437,660</b>	<b>635,774</b>	<b>367,277</b>	<b>282,103</b>	<b>795,559</b>	<b>5,861,674</b>
<b>Expenses</b>														
Certificated Salaries	28,639	76,105	134,715	135,409	138,306	135,523	131,108	131,933	131,933	131,933	131,933	131,933	143,726	1,583,196
Classified Salaries	17,346	36,726	51,974	47,306	49,598	47,885	55,785	57,239	57,239	57,239	57,239	57,239	94,052	686,868
Benefits	41,477	32,249	44,948	96,833	84,615	68,257	74,464	58,148	58,148	58,148	58,148	58,148	6,119	739,703
Books and Supplies	4,460	45,017	23,745	25,315	5,798	7,830	6,750	16,718	16,718	16,718	16,718	16,718	14,829	217,332
Services and Operations	85,342	98,865	196,032	306,554	224,862	176,299	153,240	164,253	164,253	164,253	164,253	164,253	72,826	2,135,283
Depreciation / Cap Outlay	-	-	19,088	-	-	21,165	-	-	19,088	-	-	60,484	0	119,824
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>177,264</b>	<b>288,962</b>	<b>470,501</b>	<b>611,416</b>	<b>503,180</b>	<b>456,959</b>	<b>421,348</b>	<b>428,291</b>	<b>447,379</b>	<b>428,291</b>	<b>428,291</b>	<b>488,774</b>	<b>331,552</b>	<b>5,482,206</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals														-
Accounts Receivable - Current Year	420,565	90,552	41,097	136,597	70,560	29,894		35,835	35,835	110,699	35,835	35,835		1,043,304
Other Assets/Accrual Adj	(14,500)		(51,126)	(31,582)	(109,745)	10,815	(38,796)							(234,935)
Fixed Assets - Depreciation Addback									19,088			60,484		79,572
Fixed Assets - Acquisitions														-
Due To (From)	5,460		30,014	(8,084)	252,128	(1,233)	(197)							278,089
Expenses - Prior Year Accruals	22,475													22,475
Accounts Payable - Current Year	(183,743)	(55,281)	(30,870)	922	(3,487)	(1,867)	25,670	(31,592)						(280,248)
Summer Holdback for Teachers														-
Loans Payable (Current)														-
Loans Payable (Long Term)														-
Other	(8,885)	(8,474)		157,812	(156,873)	2,708	(424,109)							(437,820)
<b>Total Other Transactions</b>	<b>241,372</b>	<b>26,797</b>	<b>(10,885)</b>	<b>255,665</b>	<b>52,583</b>	<b>40,317</b>	<b>(437,432)</b>	<b>4,242</b>	<b>54,923</b>	<b>110,699</b>	<b>35,835</b>	<b>96,319</b>		<b>470,436</b>
<b>Total Change in Cash</b>	<b>134,869</b>	<b>(4,481)</b>	<b>(242,392)</b>	<b>156,816</b>	<b>51,900</b>	<b>3,894</b>	<b>88,847</b>	<b>(31,412)</b>	<b>45,205</b>	<b>318,182</b>	<b>(25,179)</b>	<b>(110,353)</b>		<b>849,903</b>

**ENDING CASH**      **1,910,942**    **1,906,461**    **1,664,069**    **1,820,884**    **1,872,785**    **1,876,679**    **1,965,526**    **1,934,114**    **1,979,319**    **2,297,501**    **2,272,322**    **2,161,969**      <<< = 144 days cash



2022-23 Second Interim Budget											Year to Date			Annual Budget		
MSA 8	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget			
											366	357	9			
Projected Average Daily Attendance:																
<b>SUMMARY</b>																
<b>Revenue</b>																
LCFF Entitlement	67,638	258,296	213,204	557,153	311,619	311,619	557,153	2,276,682	1,883,231	393,451	4,788,062	4,645,263	(142,799)			
Federal Revenue	5,223	10,450	6,964	7,011	136,509	45,166	46,974	258,297	272,231	(13,934)	664,320	1,000,122	335,802			
Other State Revenues	20,897	51,580	48,303	91,120	235,015	271,493	243,598	962,006	292,490	669,516	1,931,821	1,826,410	(105,411)			
Other Local Revenues	3,627	-	-	15,237	-	631	2,249	21,743	93,002	(71,259)	381,156	373,216	(7,940)			
<b>Total Revenue</b>	<b>97,385</b>	<b>320,326</b>	<b>268,471</b>	<b>670,521</b>	<b>683,143</b>	<b>628,909</b>	<b>849,973</b>	<b>3,518,728</b>	<b>2,540,954</b>	<b>977,774</b>	<b>7,765,358</b>	<b>7,845,011</b>	<b>79,652</b>			
<b>Expenditures</b>																
Certificated Salaries	47,105	112,672	197,406	199,962	206,302	208,544	203,345	1,175,336	1,050,492	124,843	2,419,395	2,403,307	(16,088)			
Classified Salaries	34,700	57,794	89,397	89,930	95,688	89,401	73,486	530,396	431,661	98,735	906,586	863,322	(43,264)			
Benefits	59,656	45,118	67,011	137,050	132,322	107,951	104,404	653,510	503,089	150,421	1,136,249	1,116,930	(19,320)			
Books and Supplies	7,985	62,767	109,725	25,921	15,173	60,932	95,608	378,110	260,753	117,357	454,478	564,964	110,487			
Services and Operating Exp.	39,290	54,293	68,764	225,975	152,748	54,576	341,125	936,772	983,713	(46,941)	2,281,338	2,131,377	(149,961)			
Depreciation & Cap Outlay	-	-	50,389	-	-	48,516	-	98,904	100,777	(1,873)	195,400	195,400	-			
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-			
<b>Total Expenditures</b>	<b>188,735</b>	<b>332,644</b>	<b>582,692</b>	<b>678,838</b>	<b>602,232</b>	<b>569,918</b>	<b>817,968</b>	<b>3,773,027</b>	<b>3,330,485</b>	<b>442,542</b>	<b>7,393,445</b>	<b>7,275,300</b>	<b>(118,146)</b>			
<b>Net Revenues</b>								<b>(254,299)</b>	<b>(789,531)</b>	<b>535,232</b>	<b>371,913</b>	<b>569,711</b>	<b>197,798</b>			
<b>Fund Balance</b>																
Beginning Balance (Audited)												6,432,843				
Net Revenues												569,711				
<b>Ending Fund Balance</b>												<b>7,002,554</b>				
<b>Components of Fund Bal.</b>																
Available For Econ. Uncert.												6,514,319				
Restricted Balances (Est.)												199,847				
Net Fixed Assets												288,388				
<b>Ending Fund Balance</b>												<b>7,002,554</b>				



2022-23 Second Interim Budget											Annual Budget		
MSA 8	Year to Date										First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance			
<b>REVENUE DETAIL</b>													
<b>LCFF Entitlement</b>													
8011	-	123,019	123,019	221,434	221,434	221,434	221,434	1,131,774	1,162,086	(30,312)	2,602,859	2,526,273	(76,586)
8012	-	-	-	245,534	-	-	245,534	491,068	245,534	245,534	1,017,407	986,579	(30,828)
8019	(1)	-	-	-	-	-	-	(1)	(1)	-	-	-	-
8096	67,639	135,277	90,185	90,185	90,185	90,185	90,185	653,841	475,613	178,228	1,167,796	1,132,411	(35,385)
<b>SUBTOTAL - LCFF Entitlement</b>	<b>67,638</b>	<b>258,296</b>	<b>213,204</b>	<b>557,153</b>	<b>311,619</b>	<b>311,619</b>	<b>557,153</b>	<b>2,276,682</b>	<b>1,883,231</b>	<b>393,451</b>	<b>4,788,062</b>	<b>4,645,263</b>	<b>(142,799)</b>
<b>Federal Revenue</b>													
8181	5,223	10,450	6,964	6,964	6,964	6,964	6,964	50,493	45,746	4,748	93,934	94,179	245
8220	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	-	-	-	47	129,545	38,202	40,010	207,804	226,486	(18,681)	570,386	905,943	335,557
8295	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Federal Revenue</b>	<b>5,223</b>	<b>10,450</b>	<b>6,964</b>	<b>7,011</b>	<b>136,509</b>	<b>45,166</b>	<b>46,974</b>	<b>258,297</b>	<b>272,231</b>	<b>(13,934)</b>	<b>664,320</b>	<b>1,000,122</b>	<b>335,802</b>
<b>Other State Revenue</b>													
8311	20,897	41,794	27,863	27,864	27,863	27,863	33,885	208,029	118,418	89,611	-	-	-
8520	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	-	-	-	-	6,526	-	-	6,526	6,708	(182)	6,708	6,708	-
8560	-	-	-	26,315	-	-	12,012	38,327	26,315	12,012	86,683	86,683	-
8590	-	9,786	20,440	36,941	200,626	243,630	197,700	709,123	141,049	568,074	1,838,430	1,733,019	(105,411)
8595	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Other State Revenue</b>	<b>20,897</b>	<b>51,580</b>	<b>48,303</b>	<b>91,120</b>	<b>235,015</b>	<b>271,493</b>	<b>243,598</b>	<b>962,006</b>	<b>292,490</b>	<b>669,516</b>	<b>1,931,821</b>	<b>1,826,410</b>	<b>(105,411)</b>
<b>Local Revenue</b>													
8600	-	-	-	-	-	-	-	-	-	-	-	1	1
8634	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	-	-	-	2,249	-	-	2,249	4,497	2,249	2,249	3,500	3,500	-
8682	-	-	-	-	-	-	-	-	-	-	-	-	-
8677	-	-	-	-	-	-	-	-	-	-	-	-	-
8695	-	-	-	-	-	-	-	-	-	-	-	-	-
8698	-	-	-	-	-	-	-	-	-	-	-	-	-
8701	-	-	-	-	-	-	-	-	-	-	-	-	-
8702	-	-	-	-	-	-	-	-	-	-	-	-	-
8703	-	-	-	-	-	-	-	-	-	-	-	-	-
8704	-	-	-	-	-	-	-	-	-	-	-	-	-
8705	-	-	-	-	-	-	-	-	-	-	-	-	-
8706	-	-	-	-	-	-	-	-	-	-	-	-	-
8707	-	-	-	-	-	-	-	-	-	-	-	-	-
8708	-	-	-	-	-	-	-	-	-	-	-	-	-
8709	-	-	-	-	-	-	-	-	-	-	-	-	-
8712	-	-	-	-	-	-	-	-	-	-	-	-	-
8699	3,627	-	-	10,106	-	473	-	14,206	89,151	(74,945)	364,046	353,115	(10,931)
8980	-	-	-	-	-	-	-	-	-	-	-	-	-
8999	-	-	-	-	-	158	-	158	158	-	-	-	-
<b>SUBTOTAL - Local Revenue</b>	<b>3,627</b>	<b>-</b>	<b>-</b>	<b>12,355</b>	<b>-</b>	<b>631</b>	<b>2,249</b>	<b>18,861</b>	<b>91,558</b>	<b>(72,697)</b>	<b>367,546</b>	<b>356,616</b>	<b>(10,930)</b>

2022-23 Second Interim Budget											Year to Date			Annual Budget		
MSA 8	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget			
<b>Fundraising &amp; Grants</b>																
8802	Donations - Private	-	-	-	-	-	-	-	-	-	7,116	10,106	2,990			
8803	Fundraising	-	-	2,882	-	-	-	2,882	1,444	1,438	6,494	6,494	-			
<b>SUBTOTAL - Fundraising &amp; Grants</b>		-	-	2,882	-	-	-	2,882	1,444	1,438	13,610	16,600	2,990			
<b>TOTAL REVENUE</b>		97,385	320,326	268,471	670,521	683,143	628,909	849,973	3,518,728	2,540,954	977,774	7,765,358	7,845,011	79,652		
<b>EXPENSES DETAIL</b>																
<b>Certificated Salaries</b>																
1100	TeacherSalaries	26,850	72,706	154,608	156,414	161,294	162,806	155,277	889,955	755,807	134,148	1,831,511	1,813,936	(17,576)		
1200	Cert Aid	-	3,834	7,668	7,668	8,068	7,668	10,963	45,869	76,582	(30,713)	153,164	153,164	-		
1300	Cert Adminis	20,255	36,132	35,130	35,880	36,940	38,070	37,105	239,512	218,104	21,408	434,719	436,207	1,488		
<b>SUBTOTAL - Certificated Salaries</b>		47,105	112,672	197,406	199,962	206,302	208,544	203,345	1,175,336	1,050,492	124,843	2,419,395	2,403,307	(16,088)		
<b>Classified Salaries</b>																
2100	Instructional Aides	13,288	12,422	26,869	24,910	26,316	23,745	14,509	142,057	158,966	(16,909)	351,125	317,933	(33,192)		
2200	Classified Support	11,916	23,165	41,178	43,335	46,602	43,741	37,987	247,924	163,051	84,873	336,173	326,102	(10,072)		
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-		
2400	Clerical & Tech	9,496	22,207	21,350	21,685	22,770	21,915	20,990	140,414	109,644	30,770	219,288	219,288	-		
2900	OtherClassStaff	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>SUBTOTAL - Classified Salaries</b>		34,700	57,794	89,397	89,930	95,688	89,401	73,486	530,396	431,661	98,735	906,586	863,322	(43,264)		
<b>Employee Benefits</b>																
3101	STRS-Certified	8,116	21,492	37,189	37,386	27,607	39,481	37,449	208,720	171,585	37,135	403,394	398,670	(4,724)		
3102	STRS-Classified	759	1,838	1,731	1,731	1,871	1,817	1,731	11,478	26,963	(15,485)	62,878	58,421	(4,458)		
3201	PERS-Cert	-	-	-	-	-	-	-	-	24,705	(24,705)	91,972	53,527	(38,444)		
3202	PERS-Classified	3,229	11,515	18,512	17,041	18,372	17,579	13,046	99,295	46,805	52,490	66,714	101,410	34,696		
3301	OASDI/Med-Cert	963	1,631	2,860	2,897	2,989	3,021	2,898	17,259	21,418	(4,159)	46,620	46,406	(214)		
3302	OASDI/Med-Class	2,406	3,821	6,270	6,311	6,706	6,242	5,053	36,809	16,160	20,649	36,627	35,014	(1,613)		
3401	HlthWelfareCert	29,880	1,764	2,526	65,226	71,722	36,754	36,733	244,607	127,073	117,534	275,785	275,324	(461)		
3402	HlthWelfareCert	-	-	-	-	-	-	-	-	51,675	(51,675)	115,939	111,962	(3,977)		
3501	UI-Certificated	5,133	-	(5,133)	3,401	-	-	4,437	7,839	2,121	5,717	4,637	4,597	(41)		
3502	UI-Classified	-	-	-	-	-	-	-	-	651	(651)	1,496	1,411	(85)		
3601	WorkersCmp-Cert	9,169	3,056	3,056	3,056	3,056	3,056	3,056	27,505	8,204	19,301	16,918	17,776	857		
3602	WorkersCmp-Class	-	-	-	-	-	-	-	-	5,728	(5,728)	13,269	12,411	(857)		
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-		
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-		
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-		
3990	PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>SUBTOTAL - Employee Benefits</b>		59,656	45,118	67,011	137,050	132,322	107,951	104,404	653,510	503,089	150,421	1,136,249	1,116,930	(19,320)		

2022-23 Second Interim Budget											Annual Budget			
MSA 8	Year to Date							Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget	
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals							
<b>Books &amp; Supplies</b>														
4100	Text&CoreCurric	-	-	1,700	-	-	-	93,418	95,118	46,154	48,965	60,000	100,000	40,000
4200	BooksOthRefMats	3,406	-	29,140	8,227	-	52,966	(86,220)	7,520	4,615	2,904	5,000	10,000	5,000
4300	Ins Mats & Sups 2	-	-	-	-	-	639	-	639	4,655	(4,016)	20,085	10,085	(10,000)
4310	Ins Mats & Sups	260	1,537	-	656	965	1,072	1,744	6,234	9,300	(3,067)	93,151	20,151	(73,000)
4315	OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-
4320	Office Supplies	523	1,658	1,057	3,232	3,059	1,376	1,332	12,238	8,308	3,930	12,000	18,000	6,000
4325	ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-
4326	Arts&MusicSupps	-	-	797	43	-	150	-	990	2,308	(1,318)	5,000	5,000	-
4335	PE Supplies	-	-	-	-	-	-	-	-	692	(692)	1,500	1,500	-
4340	Educat Software	3,795	35,130	14,338	-	4,146	-	-	57,409	38,619	18,790	83,675	83,675	-
4345	NonInstStdntSup	-	-	10,786	9,019	3,922	194	9,732	33,653	18,486	15,167	24,053	40,053	16,000
4346	TeacherSupplies	-	279	599	363	-	-	-	1,241	923	318	-	2,000	2,000
4350	Cust. Supplies	-	5,575	2,066	2,019	-	-	122	9,783	7,385	2,398	5,000	16,000	11,000
4351	Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-
4390	Uniforms	-	-	12,157	657	-	-	-	12,814	6,000	6,814	10,514	13,000	2,487
4400	NonCapEquip-Gen	-	9,961	23,757	-	-	1,413	70,536	105,666	51,692	53,974	5,000	112,000	107,000
4410	ClssrmFrmEqp<5k	-	-	-	-	1,451	-	-	1,451	923	528	-	2,000	2,000
4430	OffceFurnEqp<5k	-	-	-	-	-	-	219	219	1,154	(935)	2,500	2,500	-
4440	Computers <\$5k	-	8,627	8,019	-	-	-	0	16,646	9,231	7,415	15,000	20,000	5,000
4460	FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	-	-	-
4461	Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-
4464	Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	923	(923)	10,000	2,000	(8,000)
4480	FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
4710	Food	-	-	-	-	-	-	3,278	3,278	43,385	(40,107)	94,000	94,000	-
4720	Food:Other Food	-	-	5,309	1,706	1,629	1,432	1,546	11,621	6,000	5,621	8,000	13,000	5,000
4990	Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-	-	-	-
4999	Misc Expenditure (Suspense)	-	-	-	-	-	1,691	(101)	1,590	-	1,590	-	-	-
<b>SUBTOTAL - Books and Supplies</b>		<b>7,985</b>	<b>62,767</b>	<b>109,725</b>	<b>25,921</b>	<b>15,173</b>	<b>60,932</b>	<b>95,608</b>	<b>378,110</b>	<b>260,753</b>	<b>117,357</b>	<b>454,478</b>	<b>564,964</b>	<b>110,487</b>

2022-23 Second Interim Budget											Year to Date			Annual Budget		
MSA 8	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget			
<b>Services &amp; Other Operating Expenses</b>																
5101	CMO Fees	-	-	-	180,403	-	-	252,320	432,724	398,599	34,124	999,358	863,632	(135,726)		
5200	Travel - General	-	-	-	-	-	-	-	-	-	-	-	-	-		
5205	Conference Fees	-	-	-	-	-	-	-	-	1,154	(1,154)	2,500	2,500	-		
5210	MilesParkTolls	-	-	23	-	-	-	-	23	1,154	(1,131)	2,500	2,500	-		
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-		
5220	TraLodging	57	-	-	-	-	-	-	57	2,308	(2,250)	5,000	5,000	-		
5300	DuesMemberships	4,888	-	1,130	-	18	-	728	6,763	5,077	1,687	11,000	11,000	-		
5450	Other Insurance	13,500	4,500	4,500	4,500	4,500	4,500	4,500	40,500	26,346	14,154	57,082	57,082	-		
5500	OpsHousekeeping	77	-	70	69	68	69	69	422	2,308	(1,886)	5,000	5,000	-		
5510	Gas & Electric	-	-	-	-	-	-	-	-	-	-	-	-	-		
5610	Rent & Leases	-	-	-	-	94,574	-	7,915	102,489	202,105	(99,616)	437,894	437,894	-		
5620	EquipmentLeases	-	697	767	912	274	608	891	4,148	5,538	(1,391)	12,000	12,000	-		
5630	Reps&MaintBldng	-	-	-	-	-	-	940	940	1,846	(906)	8,000	4,000	(4,000)		
5800	ProfessServices	2,460	5,455	1,855	1,855	6,837	1,855	19,606	39,922	74,875	(34,953)	162,230	162,230	-		
5810	Legal	-	-	4,782	29	-	2,454	-	7,265	9,231	(1,966)	20,000	20,000	-		
5813	SchPrgAftSchool	-	10,650	8,427	818	725	200	364	21,184	12,600	8,584	23,300	27,300	4,000		
5814	SchPrgAcadComps	-	-	-	-	-	-	325	325	-	325	5,000	-	(5,000)		
5819	SchIProgs-Other	-	-	-	-	2,285	4,687	-	6,972	4,154	2,818	-	9,000	9,000		
5820	Audit & CPA	-	-	1,091	-	3,455	-	1,123	5,668	4,154	1,514	9,000	9,000	-		
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-		
5835	Field Trips	-	8,363	7,777	1,875	-	1,100	8,065	27,180	26,769	410	58,000	58,000	-		
5836	FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-		
5840	MarkngStdtdRecrt	-	850	850	850	-	2,994	850	6,394	11,538	(5,144)	25,000	25,000	-		
5850	Oversight Fees	2,430	4,860	3,240	3,239	3,240	3,240	3,240	23,489	22,099	1,390	48,115	47,881	(235)		
5857	Payroll Fees	2,186	1,338	1,738	1,738	1,908	1,805	2,271	12,985	9,231	3,754	20,000	20,000	-		
5860	Service Fees	-	-	-	-	-	-	-	-	-	-	-	-	-		
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-		
5863	Prof Developmnt	-	648	3,047	4,540	-	6,600	12,807	27,642	6,692	20,949	14,500	14,500	-		
5864	Prof Dev-Other	-	4,164	-	-	-	-	200	4,364	14,662	(10,298)	31,768	31,768	-		
5865	Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-	-	-		
5869	SpEd Ctrct Inst	-	-	2,296	1,874	6,467	8,200	6,156	24,992	29,808	(4,816)	107,584	64,584	(43,000)		
5870	Livescan	-	-	253	104	-	89	-	446	231	215	500	500	-		
5872	SPED Fees (incl Encroachment)	5,224	10,448	6,966	6,966	6,966	6,964	6,966	50,500	32,308	18,192	70,000	70,000	-		
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-		
5884	Substitutes	373	-	7,527	3,576	18,963	1,435	9,722	41,595	43,846	(2,251)	60,000	95,000	35,000		
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-		
5900	Communications	-	2,000	-	-	-	-	-	2,000	2,308	(308)	5,000	5,000	-		
5910	Communications 2	-	-	-	-	-	-	-	-	-	-	-	-	-		
5920	TelecomInternet	5,643	-	3,249	2,777	2,469	5,211	-	19,349	18,462	888	50,000	40,000	(10,000)		
5930	PostageDelivery	-	321	2,042	-	-	-	521	2,884	3,231	(347)	7,000	7,000	-		
5940	Technology	2,452	-	7,135	9,852	-	2,565	1,546	23,550	11,080	12,470	24,007	24,007	-		
5990	Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>39,290</b>	<b>54,293</b>	<b>68,764</b>	<b>225,975</b>	<b>152,748</b>	<b>54,576</b>	<b>341,125</b>	<b>936,772</b>	<b>983,713</b>	<b>(46,941)</b>	<b>2,281,338</b>	<b>2,131,377</b>	<b>(149,961)</b>		



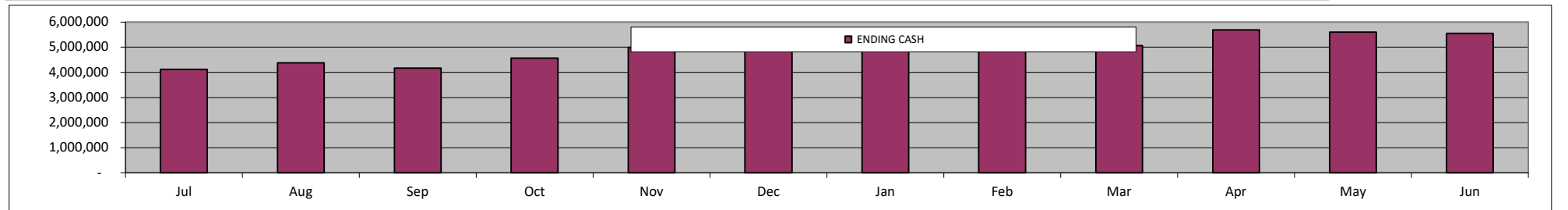
2022-23 Second Interim Budget											Year to Date			Annual Budget		
MSA 8	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget			
														<b>Capital Outlay &amp; Depreciation</b>		
6100	-	-	-	-	-	-	-	-	-	-	-	-	-			
6400	-	-	-	-	-	-	-	-	-	-	-	-	-			
6900	-	-	50,389	-	-	48,516	-	98,904	100,777	(1,873)	195,400	195,400	-			
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	-	-	<b>50,389</b>	-	-	<b>48,516</b>	-	<b>98,904</b>	<b>100,777</b>	<b>(1,873)</b>	<b>195,400</b>	<b>195,400</b>	-			
<b>Other Outflows</b>																
7299	-	-	-	-	-	-	-	-	-	-	-	-	-			
7310	-	-	-	-	-	-	-	-	-	-	-	-	-			
7438	-	-	-	-	-	-	-	-	-	-	-	-	-			
<b>SUBTOTAL - Other Outflows</b>	-	-	-	-	-	-	-	-	-	-	-	-	-			
<b>TOTAL EXPENSES</b>	<b>188,735</b>	<b>332,644</b>	<b>582,692</b>	<b>678,838</b>	<b>602,232</b>	<b>569,918</b>	<b>817,968</b>	<b>3,773,027</b>	<b>3,330,485</b>	<b>442,542</b>	<b>7,393,445</b>	<b>7,275,300</b>	<b>(118,146)</b>			



2022-23 Monthly Cash Flow (Actuals + Projections)

MSA-8	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>3,937,972</b>	<b>4,118,480</b>	<b>4,376,077</b>	<b>4,170,273</b>	<b>4,561,339</b>	<b>4,996,550</b>	<b>5,037,447</b>	<b>4,982,053</b>	<b>4,991,812</b>	<b>5,057,605</b>	<b>5,685,366</b>	<b>5,590,978</b>	<b>5,551,236</b>	
<b>Revenue</b>														
LCFF Entitlement	67,638	258,296	213,204	557,153	311,619	311,619	557,153	317,957	384,317	526,115	280,581	280,581	579,030	4,645,263
Federal Revenue	5,223	10,450	6,964	7,011	136,509	45,166	46,974	8,072	8,072	234,558	8,072	8,072	474,978	1,000,122
Other State Revenues	20,897	51,580	48,303	91,120	235,015	271,493	243,598	146,271	146,271	175,165	146,271	27,853	222,574	1,826,410
Other Local Revenues	3,627	-	-	15,237	-	631	2,249	38,010	38,010	38,010	38,010	38,010	161,422	373,216
<b>Total Revenue</b>	<b>97,385</b>	<b>320,326</b>	<b>268,471</b>	<b>670,521</b>	<b>683,143</b>	<b>628,909</b>	<b>849,973</b>	<b>510,311</b>	<b>576,670</b>	<b>973,848</b>	<b>472,934</b>	<b>354,516</b>	<b>1,438,004</b>	<b>7,845,011</b>
<b>Expenses</b>														
Certificated Salaries	47,105	112,672	197,406	199,962	206,302	208,544	203,345	200,276	200,276	200,276	200,276	200,276	226,593	2,403,307
Classified Salaries	34,700	57,794	89,397	89,930	95,688	89,401	73,486	71,943	71,943	71,943	71,943	45,152	(0)	863,322
Benefits	59,656	45,118	67,011	137,050	132,322	107,951	104,404	87,692	87,692	87,692	87,692	87,692	24,962	1,116,930
Books and Supplies	7,985	62,767	109,725	25,921	15,173	60,932	95,608	43,459	43,459	43,459	43,459	11,860	1,160	564,964
Services and Operations	39,290	54,293	68,764	225,975	152,748	54,576	341,125	163,952	163,952	163,952	163,952	163,952	374,845	2,131,377
Depreciation / Cap Outlay	-	-	50,389	-	-	48,516	-	-	50,389	-	-	44,234	1,873	195,400
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>188,735</b>	<b>332,644</b>	<b>582,692</b>	<b>678,838</b>	<b>602,232</b>	<b>569,918</b>	<b>817,968</b>	<b>567,321</b>	<b>617,710</b>	<b>567,321</b>	<b>567,321</b>	<b>553,165</b>	<b>629,433</b>	<b>7,275,300</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals														-
Accounts Receivable - Current Year	589,789	223,255	135,688	117,872	191,142	48,405		66,770		221,234				1,594,155
Other Assets/Accrual Adj														-
Fixed Assets - Depreciation Addback	-	-	50,389	-	-	48,516	-	-	50,389	-	-	44,234		193,526
Fixed Assets - Acquisitions														-
Due To (From)		148,499		102,319	(961)	(107,500)	112,425		114,673			114,673		484,128
Expenses - Prior Year Accruals	274	(2,716)		2,716										274
Accounts Payable - Current Year	(305,449)	(84,225)	(83,053)	(7,110)	(13,046)	(10,273)	3,547		(58,229)					(557,838)
Summer Holdback for Teachers														-
Loans Payable (Current)					-	-		-	-	-	-	-	-	-
Loans Payable (Long Term)					-	-		-	-	-	-	-	-	-
Other	(12,756)	(14,898)	5,393	183,586	177,165	2,759	(203,371)							137,878
<b>Total Other Transactions</b>	<b>271,858</b>	<b>269,915</b>	<b>108,417</b>	<b>399,383</b>	<b>354,300</b>	<b>(18,094)</b>	<b>(87,399)</b>	<b>66,770</b>	<b>106,833</b>	<b>221,234</b>	<b>-</b>	<b>158,907</b>		<b>1,852,124</b>
<b>Total Change in Cash</b>	<b>180,508</b>	<b>257,597</b>	<b>(205,804)</b>	<b>391,065</b>	<b>435,211</b>	<b>40,897</b>	<b>(55,394)</b>	<b>9,759</b>	<b>65,793</b>	<b>627,761</b>	<b>(94,387)</b>	<b>(39,742)</b>		<b>2,421,835</b>

**ENDING CASH**    4,118,480    4,376,077    4,170,273    4,561,339    4,996,550    5,037,447    4,982,053    4,991,812    5,057,605    5,685,366    5,590,978    5,551,236    <<< = 279 days cash



2022-23 Second Interim Budget											Year to Date			Annual Budget		
MSA SA	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget			
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals									
Projected Average Daily Attendance:											477	467	10			
<b>SUMMARY</b>																
<b>Revenue</b>																
LCFF Entitlement	330,840	330,840	619,651	595,513	595,513	619,651	595,513	3,687,521	3,021,321	666,200	6,744,512	6,559,159	(185,353)			
Federal Revenue	-	-	41,678	20,896	-	51,594	143,283	257,451	269,537	(12,086)	672,130	599,213	(72,917)			
Other State Revenues	49,796	48,065	149,209	129,529	277,622	281,115	639,696	1,575,031	649,613	925,418	3,037,490	3,135,030	97,540			
Other Local Revenues	6,618	22,322	4,632	13,143	10,817	77,341	10,247	145,121	55,837	89,284	96,174	111,674	15,500			
<b>Total Revenue</b>	<b>387,254</b>	<b>401,227</b>	<b>815,170</b>	<b>759,081</b>	<b>883,952</b>	<b>1,029,701</b>	<b>1,388,738</b>	<b>5,665,124</b>	<b>3,996,307</b>	<b>1,668,817</b>	<b>10,550,305</b>	<b>10,405,076</b>	<b>(145,229)</b>			
<b>Expenditures</b>																
Certificated Salaries	87,958	175,675	314,214	316,805	336,796	320,493	316,410	1,868,351	1,587,023	281,328	3,653,886	3,635,244	(18,641)			
Classified Salaries	28,282	37,867	62,824	67,823	83,202	77,471	54,545	412,014	428,075	(16,062)	851,067	856,151	5,084			
Benefits	89,749	54,239	84,185	178,571	204,940	120,656	145,248	877,589	730,301	147,288	1,619,078	1,622,819	3,741			
Books and Supplies	-	39,726	110,636	54,620	49,094	18,929	22,729	295,734	202,039	93,695	328,337	437,751	109,414			
Services and Operating Exp.	50,440	78,702	154,961	352,348	105,561	98,850	340,422	1,181,284	1,277,599	(96,316)	2,652,132	2,768,132	116,000			
Depreciation & Cap Outlay	-	-	54,752	-	-	349,790	-	404,542	408,576	(4,033)	817,151	817,151	-			
Other Outflows	32,292	32,292	107,956	33,697	32,292	32,292	33,697	304,518	269,259	35,259	538,517	538,517	-			
<b>Total Expenditures</b>	<b>288,720</b>	<b>418,500</b>	<b>889,528</b>	<b>1,003,866</b>	<b>811,885</b>	<b>1,018,482</b>	<b>913,051</b>	<b>5,344,032</b>	<b>4,902,872</b>	<b>441,160</b>	<b>10,460,169</b>	<b>10,675,766</b>	<b>215,597</b>			
<b>Net Revenues</b>								<b>321,092</b>	<b>(906,564)</b>	<b>1,227,657</b>	<b>90,137</b>	<b>(270,690)</b>	<b>(360,827)</b>			
<b>Fund Balance</b>																
Beginning Balance (Audited)												9,513,550				
Net Revenues												(270,690)				
<b>Ending Fund Balance</b>												<b>9,242,860</b>				
<b>Components of Fund Bal.</b>																
Available For Econ. Uncert.												687,885				
Restricted Balances (Est.)												291,475				
Net Fixed Assets												8,263,500				
<b>Ending Fund Balance</b>												<b>9,242,860</b>				



2022-23 Second Interim Budget											Year to Date			Annual Budget									
MSA SA											Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget							
											Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
<b>REVENUE DETAIL</b>																							
<b>LCFF Entitlement</b>																							
8011	State Aid	330,840	330,840	595,513	595,513	595,513	595,513	595,513	3,639,245	2,960,392	678,853	6,616,785	6,435,635	(181,150)									
8012	EPA Entitlement	-	-	24,138	-	-	-	24,138	48,276	48,276	-	96,576	93,398	(3,178)									
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-									
8096	InLieuPropTaxes	-	-	-	-	-	-	-	-	12,653	(12,653)	31,151	30,126	(1,025)									
<b>SUBTOTAL - LCFF Entitlement</b>											<b>330,840</b>	<b>330,840</b>	<b>619,651</b>	<b>595,513</b>	<b>595,513</b>	<b>619,651</b>	<b>595,513</b>	<b>3,687,521</b>	<b>3,021,321</b>	<b>666,200</b>	<b>6,744,512</b>	<b>6,559,159</b>	<b>(185,353)</b>
<b>Federal Revenue</b>																							
8181	SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	60,989	60,140	(849)									
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-									
8290	All Other Federal Revenue	-	-	41,678	20,896	-	-	51,594	143,283	257,451	269,537	(12,086)	611,141	539,073	(72,068)								
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-									
<b>SUBTOTAL - Federal Revenue</b>											<b>-</b>	<b>-</b>	<b>41,678</b>	<b>20,896</b>	<b>-</b>	<b>51,594</b>	<b>143,283</b>	<b>257,451</b>	<b>269,537</b>	<b>(12,086)</b>	<b>672,130</b>	<b>599,213</b>	<b>(72,917)</b>
<b>Other State Revenue</b>																							
8311	SpEd Revenue	19,278	19,278	34,701	34,386	34,386	37,019	34,386	213,434	176,415	37,019	384,083	371,439	(12,644)									
8520	SchoolNtrState	-	-	-	-	-	-	-	-	-	-	-	-	-									
8550	MandCstReimburs	-	-	-	-	13,909	-	-	13,909	13,956	(47)	13,956	13,956	-									
8560	StateLotteryRev	-	-	-	-	-	33,991	-	33,991	-	33,991	113,025	113,025	-									
8590	AllOthStateRev	30,518	28,787	114,508	95,143	229,327	210,105	605,310	1,313,698	459,242	854,456	2,526,426	2,636,610	110,184									
8595	State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-									
<b>SUBTOTAL - Other State Revenue</b>											<b>49,796</b>	<b>48,065</b>	<b>149,209</b>	<b>129,529</b>	<b>277,622</b>	<b>281,115</b>	<b>639,696</b>	<b>1,575,031</b>	<b>649,613</b>	<b>925,418</b>	<b>3,037,490</b>	<b>3,135,030</b>	<b>97,540</b>
<b>Local Revenue</b>																							
8600	Other Local Rev	-	-	-	-	-	-	-	-	1	(1)	-	1	1									
8634	StudentLunchFee	-	-	-	354	-	-	-	354	-	354	-	-	-									
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-									
8660	Interest	-	435	222	341	981	2,042	1,678	5,700	4,250	1,450	3,000	8,500	5,500									
8682	Summer School	-	-	-	-	-	-	-	-	-	-	-	-	-									
8677	SpEd Revenue	-	-	-	-	-	57,500	-	57,500	-	57,500	-	-	-									
8695	Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-	-	-	-									
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	6,618	-	-	25,266	-	730	2,389	35,002	26,000	9,002	42,001	52,000	9,999									
8980	Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-	-	-									
8999	Misc Revenue (Suspense)	-	21,887	60	(21,901)	900	8,933	568	10,448	-	10,448	-	-	-									
<b>SUBTOTAL - Local Revenue</b>											<b>6,618</b>	<b>22,322</b>	<b>282</b>	<b>4,060</b>	<b>1,881</b>	<b>69,205</b>	<b>4,635</b>	<b>109,004</b>	<b>30,251</b>	<b>78,754</b>	<b>45,001</b>	<b>60,501</b>	<b>15,500</b>

2022-23 Second Interim Budget											Year to Date			Annual Budget		
MSA SA	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget			
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals									
<b>Fundraising &amp; Grants</b>																
8802	Donations - Private	-	-	1,840	700	-	-	4,904	7,444	3,750	3,694	7,500	7,500	-		
8803	Fundraising	-	-	2,510	8,383	8,935	8,137	708	28,673	21,836	6,837	43,673	43,673	-		
<b>SUBTOTAL - Fundraising &amp; Grants</b>		-	-	<b>4,350</b>	<b>9,083</b>	<b>8,935</b>	<b>8,137</b>	<b>5,611</b>	<b>36,117</b>	<b>25,586</b>	<b>10,530</b>	<b>51,173</b>	<b>51,173</b>	-		
<b>TOTAL REVENUE</b>																
		<b>387,254</b>	<b>401,227</b>	<b>815,170</b>	<b>759,081</b>	<b>883,952</b>	<b>1,029,701</b>	<b>1,388,738</b>	<b>5,665,124</b>	<b>3,996,307</b>	<b>1,668,817</b>	<b>10,550,305</b>	<b>10,405,076</b>	<b>(145,229)</b>		
<b>EXPENSES DETAIL</b>																
<b>Certificated Salaries</b>																
1100	TeacherSalaries	50,588	118,076	246,431	251,902	266,770	251,713	250,206	1,435,687	1,152,996	282,691	2,759,101	2,767,190	8,089		
1200	Cert Aid	-	10,759	21,518	17,513	20,221	18,040	19,474	107,525	146,835	(39,311)	320,401	293,671	(26,730)		
1300	Cert Admins	37,370	46,840	46,265	47,390	49,805	50,740	46,730	325,140	287,192	37,948	574,384	574,384	-		
<b>SUBTOTAL - Certificated Salaries</b>		<b>87,958</b>	<b>175,675</b>	<b>314,214</b>	<b>316,805</b>	<b>336,796</b>	<b>320,493</b>	<b>316,410</b>	<b>1,868,351</b>	<b>1,587,023</b>	<b>281,328</b>	<b>3,653,886</b>	<b>3,635,244</b>	<b>(18,641)</b>		
<b>Classified Salaries</b>																
2100	Instructional Aides	3,097	1,751	12,074	10,042	17,190	12,571	6,171	62,896	67,650	(4,754)	155,625	135,300	(20,325)		
2200	Classified Support	12,986	17,278	31,481	33,921	39,854	36,769	26,632	198,922	221,515	(22,593)	419,027	443,030	24,003		
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-	-		
2400	Clerical & Tech	10,095	13,619	19,269	23,859	26,158	28,132	21,742	142,875	138,911	3,964	276,415	277,821	1,406		
2900	OtherClassStaff	2,103	5,219	-	-	-	-	-	7,322	-	7,322	-	-	-		
<b>SUBTOTAL - Classified Salaries</b>		<b>28,282</b>	<b>37,867</b>	<b>62,824</b>	<b>67,823</b>	<b>83,202</b>	<b>77,471</b>	<b>54,545</b>	<b>412,014</b>	<b>428,075</b>	<b>(16,062)</b>	<b>851,067</b>	<b>856,151</b>	<b>5,084</b>		
<b>Employee Benefits</b>																
3101	STRS-Certified	15,620	32,321	57,492	57,739	60,799	33,942	59,097	317,010	256,475	60,535	590,887	596,197	5,310		
3102	STRS-Classified	2,229	1,723	2,143	1,734	3,788	3,943	2,767	18,328	43,758	(25,430)	74,990	94,809	19,819		
3201	PERS-Cert	-	1,599	3,049	3,199	3,126	2,409	1,619	15,000	35,291	(20,291)	101,965	76,463	(25,502)		
3202	PERS-Classified	1,403	5,722	11,344	12,882	12,873	12,403	8,978	65,606	26,642	38,964	57,941	57,724	(216)		
3301	OASDI/Med-Cert	1,652	2,933	5,334	5,386	5,931	9,907	4,992	36,135	31,531	4,604	75,622	68,318	(7,305)		
3302	OASDI/Med-Class	1,440	2,332	3,982	4,380	5,009	4,365	3,071	24,579	14,649	9,930	28,100	31,740	3,640		
3401	HlthWelfareCert	48,537	3,447	3,058	83,750	109,253	49,525	53,872	351,442	242,594	108,848	531,607	525,621	(5,986)		
3402	HlthWelfareCert	-	-	-	-	-	-	-	-	53,176	(53,176)	113,556	115,214	1,658		
3501	UI-Certificated	6,380	-	(6,380)	5,339	-	-	6,691	12,030	7,899	4,131	6,991	17,114	10,123		
3502	UI-Classified	-	-	-	-	-	-	-	-	1,588	(1,588)	1,242	3,441	2,199		
3601	WorkersCmp-Cert	12,486	4,162	4,162	4,162	4,162	4,162	4,162	37,458	13,195	24,263	28,590	28,590	-		
3602	WorkersCmp-Class	-	-	-	-	-	-	-	-	3,502	(3,502)	7,587	7,587	-		
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-		
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-		
3902	OthBenes-Class	-	-	-	-	-	-	-	-	-	-	-	-	-		
3990	PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>SUBTOTAL - Employee Benefits</b>		<b>89,749</b>	<b>54,239</b>	<b>84,185</b>	<b>178,571</b>	<b>204,940</b>	<b>120,656</b>	<b>145,248</b>	<b>877,589</b>	<b>730,301</b>	<b>147,288</b>	<b>1,619,078</b>	<b>1,622,819</b>	<b>3,741</b>		

2022-23 Second Interim Budget											Year to Date			Annual Budget		
MSA SA	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget			
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals									
<b>Books &amp; Supplies</b>																
4100 Text&CoreCurric	-	-	-	80,009	-	-	(0)	80,009	46,154	33,855	40,000	100,000	60,000			
4200 BooksOthRefMats	-	-	-	-	-	-	-	-	462	(462)	1,000	1,000	-			
4300 Ins Mats & Sups 2	-	-	-	-	-	-	-	-	-	-	20,085	-	(20,085)			
4310 Ins Mats & Sups	-	-	-	-	-	130	5,315	5,444	5,769	(325)	8,001	12,500	4,499			
4315 OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-			
4320 Office Supplies	-	(0)	596	3,212	2,546	399	3,568	10,322	7,846	2,476	6,500	17,000	10,500			
4325 ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-			
4326 Arts&MusicSupps	-	-	2,413	510	-	206	2,462	5,591	3,923	1,668	3,000	8,500	5,500			
4335 PE Supplies	-	-	5,507	1,301	8,927	-	700	16,435	10,615	5,820	5,000	23,000	18,000			
4340 Educat Software	-	25,395	6,875	-	5,862	-	1,344	39,476	27,084	12,392	58,683	58,683	-			
4345 NonInstStdntSup	-	11,340	65,930	(44,655)	10,580	5,420	18,618	67,232	44,801	22,432	67,068	97,068	30,000			
4346 TeacherSupplies	-	1,021	685	1,117	135	-	-	2,959	1,846	1,113	4,000	4,000	-			
4350 Cust. Supplies	-	117	3,818	290	-	147	4,196	8,569	13,846	(5,277)	40,000	30,000	(10,000)			
4351 Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-			
4390 Uniforms	-	-	13,866	1,266	-	-	-	15,132	9,231	5,902	20,000	20,000	-			
4400 NonCapEquip-Gen	-	-	6,627	-	3,042	2,703	-	12,372	11,538	834	35,000	25,000	(10,000)			
4410 ClsrmFrmEqp<5k	-	-	-	-	-	-	-	-	2,308	(2,308)	-	5,000	5,000			
4430 OfficeFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	3,000	-	(3,000)			
4440 Computers <\$5k	-	1,568	-	-	-	-	-	1,568	2,769	(1,201)	4,000	6,000	2,000			
4460 FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	-	-	-			
4461 Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-			
4464 Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	1,385	(1,385)	3,000	3,000	-			
4480 FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-			
4710 Food	-	-	-	3,329	-	-	-	3,329	2,308	1,022	-	5,000	5,000			
4720 Food:Other Food	-	286	4,317	3,291	694	397	5,022	14,007	10,154	3,853	10,000	22,000	12,000			
4990 Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-	-	-	-			
4999 Misc Expenditure (Suspense)	-	-	-	4,949	17,307	9,527	(18,496)	13,286	-	13,286	-	-	-			
<b>SUBTOTAL - Books and Supplies</b>	<b>-</b>	<b>39,726</b>	<b>110,636</b>	<b>54,620</b>	<b>49,094</b>	<b>18,929</b>	<b>22,729</b>	<b>295,734</b>	<b>202,039</b>	<b>93,695</b>	<b>328,337</b>	<b>437,751</b>	<b>109,414</b>			

2022-23 Second Interim Budget		Year to Date										Annual Budget		
		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
MSA SA														
<b>Services &amp; Other Operating Expenses</b>														
5101	CMO Fees	-	-	-	250,996	-	-	147,279	398,275	346,608	51,667	750,984	750,984	-
5200	Travel - General	-	-	-	-	-	-	-	-	-	-	-	-	-
5205	Conference Fees	-	-	-	-	-	-	-	-	923	(923)	2,000	2,000	-
5210	MilesParkTolls	-	73	-	-	103	-	-	177	462	(285)	1,000	1,000	-
5215	TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-
5220	TraLodging	-	-	-	-	-	-	-	-	462	(462)	1,000	1,000	-
5300	DuesMemberships	6,775	-	1,130	2,813	2,120	-	2,366	15,203	8,308	6,895	13,000	18,000	5,000
5450	Other Insurance	28,884	9,628	9,628	9,628	9,628	9,628	9,628	86,652	51,997	34,655	112,661	112,661	-
5500	OpsHousekeeping	974	13,154	17,000	2,806	15,947	5,845	4,544	60,270	45,046	15,224	77,600	97,600	20,000
5510	Gas & Electric	-	11,168	9,637	15,198	19,151	8,038	9,708	72,901	46,154	26,747	100,000	100,000	-
5610	Rent & Leases	-	-	-	-	-	-	-	-	1,385	(1,385)	3,000	3,000	-
5620	EquipmentLeases	3,232	749	1,211	1,408	3,053	719	765	11,138	10,615	522	23,000	23,000	-
5630	Reps&MaintBldng	-	3,800	26,003	6,300	-	2,600	14,393	53,095	149,077	(95,982)	323,000	323,000	-
5800	ProfessServices	3,720	5,455	4,334	4,005	3,493	3,425	42,317	66,748	125,941	(59,193)	272,872	272,872	-
5810	Legal	-	8,835	8,250	18,491	460	16,109	7,215	59,360	46,154	13,206	50,000	100,000	50,000
5813	SchPrgAftSchool	-	-	-	-	-	53	2,064	2,117	12,000	(9,883)	26,000	26,000	-
5814	SchPrgAcadComps	-	-	-	72	177	-	375	624	1,385	(761)	3,000	3,000	-
5819	SchlProgs-Other	-	2,603	1,774	964	2,175	999	686	9,200	95,769	(86,569)	207,500	207,500	-
5820	Audit & CPA	-	-	1,091	-	3,455	-	1,181	5,727	4,154	1,573	9,000	9,000	-
5825	DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-
5835	Field Trips	-	-	-	843	-	11,924	8,278	21,045	18,462	2,584	40,000	40,000	-
5836	FieldTrip Trans	-	-	1,349	2,152	-	196	8,711	12,407	27,692	(15,285)	60,000	60,000	-
5840	MarkngStdtdRect	-	3,798	1,415	1,929	2,150	2,931	850	13,073	11,538	1,534	25,000	25,000	-
5850	Oversight Fees	-	-	-	-	-	-	-	-	31,129	(31,129)	67,445	67,445	-
5857	Payroll Fees	2,950	3,354	2,395	2,483	2,595	4,117	3,219	21,113	13,846	7,266	30,000	30,000	-
5860	Service Fees	-	224	771	76	266	49	530	1,915	2,077	(162)	4,500	4,500	-
5861	Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-
5863	Prof Developmnt	-	7,200	3,162	632	-	-	-	10,993	1,846	9,147	4,000	4,000	-
5864	Prof Dev-Other	-	-	7,878	5,000	4,490	4,218	-	21,586	36,462	(14,876)	79,000	79,000	-
5865	Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-	-	-
5869	SpEd Ctrct Inst	-	-	21,725	13,466	12,715	5,548	31,673	85,127	72,841	12,286	157,822	157,822	-
5870	Livescan	-	344	337	396	337	-	-	1,413	808	606	750	1,750	1,000
5872	SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-
5875	Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-
5884	Substitutes	-	-	1,560	2,028	21,023	18,550	41,577	84,738	62,308	22,430	90,000	135,000	45,000
5890	OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-
5900	Communications	10	2,612	12	12	-	-	24	2,670	2,308	362	-	5,000	5,000
5910	Communications 2	-	-	-	-	-	-	-	-	-	-	-	-	-
5920	TelecomInternet	-	2,308	2,327	2,803	357	357	357	8,510	20,769	(12,259)	75,000	45,000	(30,000)
5930	PostageDelivery	-	-	1,400	-	400	500	200	2,500	3,692	(1,192)	8,000	8,000	-
5940	Technology	3,895	3,397	30,571	7,850	1,466	3,044	2,484	52,708	25,384	27,324	34,999	54,999	20,000
5990	Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>		<b>50,440</b>	<b>78,702</b>	<b>154,961</b>	<b>352,348</b>	<b>105,561</b>	<b>98,850</b>	<b>340,422</b>	<b>1,181,284</b>	<b>1,277,599</b>	<b>(96,316)</b>	<b>2,652,132</b>	<b>2,768,132</b>	<b>116,000</b>

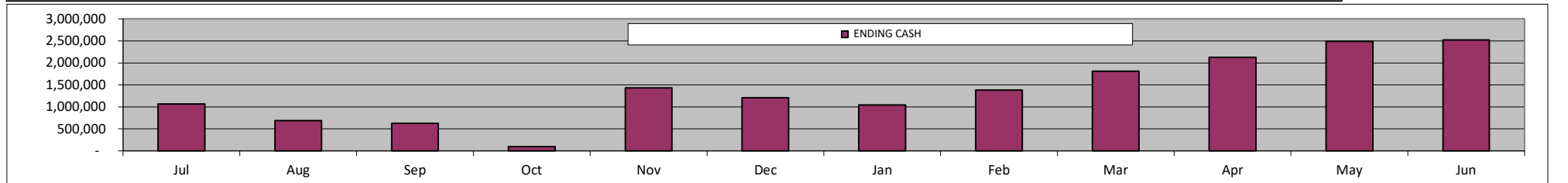
2022-23 Second Interim Budget											Year to Date			Annual Budget										
MSA SA											Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget	
<b>Capital Outlay &amp; Depreciation</b>																								
6100	Site Improvement (Pre-Capitalization)										-	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	EquipFixed										-	-	-	-	-	-	-	-	-	-	-	-	-	-
6900	Depreciation										-	-	54,752	-	-	349,790	-	404,542	408,576	(4,033)	817,151	817,151	-	
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>											-	-	54,752	-	-	349,790	-	404,542	408,576	(4,033)	817,151	817,151	-	
<b>Other Outflows</b>																								
7299	Other Outgo (not incl. SPED Encroachment)										-	-	-	-	-	-	-	-	-	-	-	-	-	-
7310	Indirect Costs										-	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	InterestExpense										32,292	32,292	107,956	33,697	32,292	32,292	33,697	304,518	269,259	35,259	538,517	538,517	-	
<b>SUBTOTAL - Other Outflows</b>											32,292	32,292	107,956	33,697	32,292	32,292	33,697	304,518	269,259	35,259	538,517	538,517	-	
<b>TOTAL EXPENSES</b>											288,720	418,500	889,528	1,003,866	811,885	1,018,482	913,051	5,344,032	4,902,872	441,160	10,460,169	10,675,766	215,597	





2022-23 Monthly Cash Flow (Actuals + Projections)

MSA-SA	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>1,027,065</b>	<b>1,063,848</b>	<b>686,620</b>	<b>625,855</b>	<b>92,785</b>	<b>1,433,931</b>	<b>1,208,637</b>	<b>1,045,082</b>	<b>1,383,192</b>	<b>1,813,205</b>	<b>2,125,806</b>	<b>2,488,179</b>	<b>2,525,698</b>	
<b>Revenue</b>														
LCFF Entitlement	330,840	330,840	619,651	595,513	595,513	619,651	595,513	581,617	607,521	580,623	580,623	521,255	(0)	6,559,159
Federal Revenue	-	-	41,678	20,896	-	51,594	143,283	-	134,768	-	-	-	206,994	599,213
Other State Revenues	49,796	48,065	149,209	129,529	277,622	281,115	639,696	345,439	345,439	383,114	345,439	140,570	(0)	3,135,030
Other Local Revenues	6,618	22,322	4,632	13,143	10,817	77,341	10,247	9,306	9,306	9,306	9,306	(70,672)	0	111,674
<b>Total Revenue</b>	<b>387,254</b>	<b>401,227</b>	<b>815,170</b>	<b>759,081</b>	<b>883,952</b>	<b>1,029,701</b>	<b>1,388,738</b>	<b>936,362</b>	<b>1,097,034</b>	<b>973,043</b>	<b>935,368</b>	<b>591,153</b>	<b>206,993</b>	<b>10,405,076</b>
<b>Expenses</b>														
Certificated Salaries	87,958	175,675	314,214	316,805	336,796	320,493	316,410	302,937	302,937	302,937	302,937	302,937	252,208	3,635,244
Classified Salaries	28,282	37,867	62,824	67,823	83,202	77,471	54,545	71,346	71,346	71,346	71,346	71,346	87,407	856,151
Benefits	89,749	54,239	84,185	178,571	204,940	120,656	145,248	127,503	127,503	127,503	127,503	127,503	107,717	1,622,819
Books and Supplies	-	39,726	110,636	54,620	49,094	18,929	22,729	33,673	30,746	8,416	8,416	8,416	52,349	437,751
Services and Operations	50,440	78,702	154,961	352,348	105,561	98,850	340,422	212,933	212,933	212,933	212,933	212,933	522,182	2,768,132
Depreciation / Cap Outlay	-	-	54,752	-	-	349,790	-	68,096	68,096	68,096	68,096	68,096	72,129	817,151
Other Outflows	32,292	32,292	107,956	33,697	32,292	32,292	33,697	44,876	44,876	44,876	44,876	6,876	47,617	538,517
<b>Total Expenses</b>	<b>288,720</b>	<b>418,500</b>	<b>889,528</b>	<b>1,003,866</b>	<b>811,885</b>	<b>1,018,482</b>	<b>913,051</b>	<b>861,364</b>	<b>858,437</b>	<b>836,107</b>	<b>836,107</b>	<b>798,107</b>	<b>1,141,610</b>	<b>10,675,766</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals														-
Accounts Receivable	14,294	36,762	132,147	520,187	217	20,348		257,241	257,241	169,794	257,241	257,241		1,922,713
Other Assets/Accrual Adj	411,540	(68,886)	(116,115)	(649,776)	148,150	448,593	94,465							267,971
Fixed Assets - Depreciation Addback	-	-	-	-	-	-	-	68,096	68,096	68,096	68,096	68,096		340,480
Fixed Assets - Acquisitions														-
Due To (From)			52,887	(51,917)		(57,500)	(70,290)		(71,696)			(71,696)		(270,213)
Expenses - Prior Year Accruals	1,685													1,685
Accounts Payable - Current Year	(462,799)	(25,570)	74,261	(27,320)	36,823	(41,864)	(36,079)	(53,057)	(53,057)	(53,057)	(53,057)			(694,777)
Summer Holdback for Teachers														-
Loans Payable (Current)	(9,167)	(9,167)	(9,167)	(9,167)	(9,167)	(9,167)	(9,167)	(9,167)	(9,167)	(9,167)	(9,167)	(9,167)		(110,004)
Loans Payable (Long Term)														-
Other	(17,304)	(293,095)	(120,418)	(70,290)	1,093,054	(596,924)	(618,171)							(623,148)
<b>Total Other Transactions</b>	<b>(61,751)</b>	<b>(359,956)</b>	<b>13,594</b>	<b>(288,284)</b>	<b>1,269,077</b>	<b>(236,513)</b>	<b>(639,242)</b>	<b>263,113</b>	<b>191,416</b>	<b>175,666</b>	<b>263,113</b>	<b>244,474</b>		<b>834,706</b>
<b>Total Change in Cash</b>	<b>36,783</b>	<b>(377,228)</b>	<b>(60,764)</b>	<b>(533,069)</b>	<b>1,341,143</b>	<b>(225,293)</b>	<b>(163,555)</b>	<b>338,110</b>	<b>430,013</b>	<b>312,601</b>	<b>362,373</b>	<b>37,519</b>		<b>564,016</b>
<b>ENDING CASH</b>	<b>1,063,848</b>	<b>686,620</b>	<b>625,856</b>	<b>92,787</b>	<b>1,433,931</b>	<b>1,208,637</b>	<b>1,045,082</b>	<b>1,383,192</b>	<b>1,813,205</b>	<b>2,125,806</b>	<b>2,488,179</b>	<b>2,525,698</b>	<<< = 86 days cash	



2022-23 Second Interim Budget											Year to Date			Annual Budget		
MSA SD	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget			
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals									
Projected Average Daily Attendance:											402	387	15			
<b>SUMMARY</b>																
<b>Revenue</b>																
LCFF Entitlement	56,311	229,745	467,834	332,605	332,605	352,210	332,605	2,103,915	1,716,956	386,959	4,190,681	3,973,018	(217,663)			
Federal Revenue	-	521	78	13	-	13,117	35,677	49,406	71,436	(22,030)	183,899	192,634	8,734			
Other State Revenues	15,827	17,787	44,749	44,692	36,883	162,384	106,948	429,270	189,809	239,461	1,278,845	1,355,871	77,026			
Other Local Revenues	11,564	585	200	5,274	6,697	1,109	14,758	40,186	35,001	5,186	55,001	70,001	15,000			
<b>Total Revenue</b>	<b>83,702</b>	<b>248,638</b>	<b>512,861</b>	<b>382,584</b>	<b>376,185</b>	<b>528,820</b>	<b>489,988</b>	<b>2,622,777</b>	<b>2,013,202</b>	<b>609,575</b>	<b>5,708,427</b>	<b>5,591,524</b>	<b>(116,903)</b>			
<b>Expenditures</b>																
Certificated Salaries	62,853	89,714	167,913	167,842	176,575	174,292	174,768	1,013,957	924,918	89,039	2,067,667	2,068,956	1,289			
Classified Salaries	10,069	26,647	30,754	26,030	24,987	29,027	27,970	175,484	148,431	27,054	348,931	332,067	(16,863)			
Benefits	27,638	29,405	42,529	90,127	76,248	67,823	75,816	409,586	379,435	30,151	839,267	844,314	5,046			
Books and Supplies	(0)	25,266	68,759	6,925	10,476	8,553	7,043	127,021	88,121	38,900	159,756	188,565	28,809			
Services and Operating Exp.	109,237	94,941	102,143	245,457	132,684	144,119	251,644	1,080,224	1,067,150	13,074	2,143,532	2,312,158	168,626			
Depreciation & Cap Outlay	-	-	17,801	-	-	17,274	-	35,074	42,645	(7,571)	85,290	85,290	-			
Other Outflows	-	-	-	886	-	-	886	1,772	1,500	272	3,000	3,000	-			
<b>Total Expenditures</b>	<b>209,797</b>	<b>265,974</b>	<b>429,898</b>	<b>537,266</b>	<b>420,970</b>	<b>441,087</b>	<b>538,126</b>	<b>2,843,118</b>	<b>2,652,199</b>	<b>190,919</b>	<b>5,647,442</b>	<b>5,834,349</b>	<b>186,907</b>			
<b>Net Revenues</b>								<b>(220,340)</b>	<b>(638,997)</b>	<b>418,657</b>	<b>60,984</b>	<b>(242,826)</b>	<b>(303,810)</b>			
<b>Fund Balance</b>																
Beginning Balance (Audited)												1,369,113				
Net Revenues												(242,826)				
<b>Ending Fund Balance</b>												<b>1,126,287</b>				
<b>Components of Fund Bal.</b>																
Available For Econ. Uncert.												812,592				
Restricted Balances (Est.)												97,193				
Net Fixed Assets												216,502				
<b>Ending Fund Balance</b>												<b>1,126,287</b>				



2022-23 Second Interim Budget		Year to Date									Annual Budget			
MSA SD		Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
<b>REVENUE DETAIL</b>														
<b>LCFF Entitlement</b>														
8011	State Aid	56,311	56,311	101,359	101,359	101,359	101,359	101,359	619,417	478,535	140,882	1,086,833	1,040,293	(46,540)
8012	EPA Entitlement	-	-	19,606	-	-	19,605	-	39,211	39,212	(1)	81,984	77,464	(4,520)
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	InLieuPropTaxes	-	173,434	346,869	231,246	231,246	231,246	231,246	1,445,287	1,199,210	246,077	3,021,864	2,855,261	(166,603)
<b>SUBTOTAL - LCFF Entitlement</b>		<b>56,311</b>	<b>229,745</b>	<b>467,834</b>	<b>332,605</b>	<b>332,605</b>	<b>352,210</b>	<b>332,605</b>	<b>2,103,915</b>	<b>1,716,956</b>	<b>386,959</b>	<b>4,190,681</b>	<b>3,973,018</b>	<b>(217,663)</b>
<b>Federal Revenue</b>														
8181	SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	51,774	50,804	(970)
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-	-	-
8290	All Other Federal Revenue	-	521	78	13	-	13,117	35,677	49,406	71,436	(22,030)	132,126	141,830	9,704
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Federal Revenue</b>		<b>-</b>	<b>521</b>	<b>78</b>	<b>13</b>	<b>-</b>	<b>13,117</b>	<b>35,677</b>	<b>49,406</b>	<b>71,436</b>	<b>(22,030)</b>	<b>183,899</b>	<b>192,634</b>	<b>8,734</b>
<b>Other State Revenue</b>														
8311	SpEd Revenue	15,827	15,827	28,489	27,927	27,927	30,031	27,927	173,955	143,924	30,031	326,050	308,077	(17,973)
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-	-	-
8550	MandCstReimburs	-	-	-	-	7,191	-	-	7,191	7,370	(179)	7,370	7,370	-
8560	StateLotteryRev	-	-	-	15,000	-	-	27,246	42,246	15,000	27,246	95,239	95,239	-
8590	AllOthStateRev	-	1,960	16,260	1,765	1,765	132,353	51,775	205,878	23,515	182,363	850,186	945,185	94,999
8595	State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Other State Revenue</b>		<b>15,827</b>	<b>17,787</b>	<b>44,749</b>	<b>44,692</b>	<b>36,883</b>	<b>162,384</b>	<b>106,948</b>	<b>429,270</b>	<b>189,809</b>	<b>239,461</b>	<b>1,278,845</b>	<b>1,355,871</b>	<b>77,026</b>
<b>Local Revenue</b>														
8600	Other Local Rev	-	-	-	-	-	-	-	-	12,501	(12,501)	25,000	25,001	1
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-	-	-
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	678	585	-	845	-	658	785	3,551	-	3,551	-	-	-
8682	Summer School	-	-	-	-	-	-	-	-	-	-	-	-	-
8677	SpEd Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
8695	Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-	-	-	-
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	4,046	-	-	-	-	-	-	4,046	-	4,046	1	-	(1)
8980	Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-	-	-
8999	Misc Revenue (Suspense)	-	-	-	-	6,697	351	(7,047)	-	-	-	-	-	-
<b>SUBTOTAL - Local Revenue</b>		<b>4,724</b>	<b>585</b>	<b>-</b>	<b>845</b>	<b>6,697</b>	<b>1,009</b>	<b>(6,262)</b>	<b>7,597</b>	<b>12,501</b>	<b>(4,903)</b>	<b>25,001</b>	<b>25,001</b>	<b>-</b>

2022-23 Second Interim Budget												Year to Date			Annual Budget										
MSA SD												Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget	
<b>Fundraising &amp; Grants</b>																									
8802	Donations - Private											-	-	200	436	-	-	-	636	-	636	-	-	-	
8803	Fundraising											6,840	-	-	3,992	-	100	21,021	31,953	22,500	9,453	30,000	45,000	15,000	
<b>SUBTOTAL - Fundraising &amp; Grants</b>												<b>6,840</b>	<b>-</b>	<b>200</b>	<b>4,428</b>	<b>-</b>	<b>100</b>	<b>21,021</b>	<b>32,589</b>	<b>22,500</b>	<b>10,089</b>	<b>30,000</b>	<b>45,000</b>	<b>15,000</b>	
<b>TOTAL REVENUE</b>												<b>83,702</b>	<b>248,638</b>	<b>512,861</b>	<b>382,584</b>	<b>376,185</b>	<b>528,820</b>	<b>489,988</b>	<b>2,622,777</b>	<b>2,013,202</b>	<b>609,575</b>	<b>5,708,427</b>	<b>5,591,524</b>	<b>(116,903)</b>	
<b>EXPENSES DETAIL</b>																									
<b>Certificated Salaries</b>																									
1100	TeacherSalaries											37,200	50,294	124,979	123,708	130,256	129,908	125,147	721,492	654,001	67,491	1,467,261	1,480,322	13,062	
1200	Cert Aid											3,500	3,514	7,028	7,028	7,278	7,078	11,265	46,691	61,567	(14,876)	151,134	139,361	(11,773)	
1300	Cert Adminis											22,153	35,906	35,906	37,106	39,041	37,306	38,356	245,774	209,350	36,424	449,272	449,272	-	
<b>SUBTOTAL - Certificated Salaries</b>												<b>62,853</b>	<b>89,714</b>	<b>167,913</b>	<b>167,842</b>	<b>176,575</b>	<b>174,292</b>	<b>174,768</b>	<b>1,013,957</b>	<b>924,918</b>	<b>89,039</b>	<b>2,067,667</b>	<b>2,068,956</b>	<b>1,289</b>	
<b>Classified Salaries</b>																									
2100	Instructional Aides											-	5,133	12,665	7,888	6,448	10,834	10,366	53,334	41,211	12,124	115,770	98,906	(16,863)	
2200	Classified Support											1,848	5,548	7,090	7,456	7,645	7,497	6,882	43,965	36,315	7,650	82,721	82,721	-	
2300	Classified Admin											-	-	-	-	-	-	-	-	-	-	-	-	-	-
2400	Clerical & Tech											8,221	15,967	11,000	10,685	10,894	10,696	10,722	78,184	70,904	7,280	150,440	150,440	-	
2900	OtherClassStaff											-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Classified Salaries</b>												<b>10,069</b>	<b>26,647</b>	<b>30,754</b>	<b>26,030</b>	<b>24,987</b>	<b>29,027</b>	<b>27,970</b>	<b>175,484</b>	<b>148,431</b>	<b>27,054</b>	<b>348,931</b>	<b>332,067</b>	<b>(16,863)</b>	
<b>Employee Benefits</b>																									
3101	STRS-Certified											12,005	17,135	32,028	32,000	24,360	33,261	33,352	184,142	155,450	28,692	338,248	344,269	6,021	
3102	STRS-Classified											706	1,443	1,992	1,735	725	7,190	2,839	16,632	22,998	(6,367)	54,558	53,501	(1,057)	
3201	PERS-Cert											-	-	-	-	-	-	-	-	14,553	(14,553)	38,848	34,927	(3,921)	
3202	PERS-Classified											1,137	4,280	5,026	4,194	4,272	(2,373)	3,031	19,566	4,102	15,464	9,150	7,116	(2,034)	
3301	OASDI/Med-Cert											910	1,299	2,431	2,430	2,557	2,524	2,469	14,620	16,188	(1,568)	37,393	36,668	(725)	
3302	OASDI/Med-Class											541	1,570	1,706	1,428	1,453	1,374	1,191	9,264	3,127	6,136	6,901	6,207	(693)	
3401	HlthWelfareCert											1,409	1,468	1,439	43,136	40,672	23,637	26,655	138,418	117,522	20,895	278,721	278,671	(50)	
3402	HlthWelfareCert											-	-	-	-	-	-	-	-	17,960	(17,960)	45,724	43,104	(2,620)	
3501	UI-Certificated											4,303	-	(4,303)	2,995	-	-	4,069	7,064	8,345	(1,281)	3,848	9,701	5,853	
3502	UI-Classified											-	-	-	-	-	-	-	-	642	(642)	643	1,541	897	
3601	WorkersCmp-Cert											6,626	2,209	2,209	2,209	2,209	2,209	2,209	19,880	16,489	3,391	20,915	23,670	2,755	
3602	WorkersCmp-Class											-	-	-	-	-	-	-	-	2,058	(2,058)	4,319	4,939	620	
3701	Other Retirement-Cert											-	-	-	-	-	-	-	-	-	-	-	-	-	-
3901	OthBenes-Cert											-	-	-	-	-	-	-	-	-	-	-	-	-	-
3902	OthBenes-Class											-	-	-	-	-	-	-	-	-	-	-	-	-	-
3990	PY Benefit Adjustments											-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>SUBTOTAL - Employee Benefits</b>												<b>27,638</b>	<b>29,405</b>	<b>42,529</b>	<b>90,127</b>	<b>76,248</b>	<b>67,823</b>	<b>75,816</b>	<b>409,586</b>	<b>379,435</b>	<b>30,151</b>	<b>839,267</b>	<b>844,314</b>	<b>5,046</b>	

2022-23 Second Interim Budget											Annual Budget		
MSA SD	Year to Date							Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals						
<b>Books &amp; Supplies</b>													
4100 Text&CoreCurric	-	542	19,042	-	-	-	164	19,747	7,875	11,872	15,000	22,000	7,000
4200 BooksOthRefMats	-	-	-	-	-	-	-	-	333	(333)	1,000	1,000	-
4300 Ins Mats & Sups 2	-	-	-	-	-	-	-	-	-	-	-	-	-
4310 Ins Mats & Sups	-	-	1,980	363	249	1,277	-	3,869	2,995	874	13,986	8,986	(5,000)
4315 OthrSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-
4320 Office Supplies	-	5,861	6,044	1,702	536	2,181	764	17,089	15,861	1,228	17,500	30,000	12,500
4325 ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-
4326 Arts&MusicSupps	-	-	72	2,763	134	194	417	3,580	2,667	914	2,500	8,000	5,500
4335 PE Supplies	-	-	656	-	-	-	327	983	833	150	2,500	2,500	-
4340 Educat Software	-	6,052	9,983	-	4,621	-	4,284	24,940	17,500	7,440	34,344	34,344	-
4345 NonInstStdntSup	-	128	3,261	601	850	582	344	5,766	4,706	1,060	13,735	13,735	-
4346 TeacherSupplies	-	389	829	732	-	-	344	2,295	1,723	572	4,000	4,000	-
4350 Cust. Supplies	-	1,171	953	571	1,205	1,664	638	6,201	5,171	1,029	12,000	12,000	-
4351 Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-
4390 Uniforms	-	580	14,970	-	238	-	-	15,788	5,913	9,875	14,191	16,000	1,809
4400 NonCapEquip-Gen	-	-	8,607	-	-	-	-	8,607	6,333	2,273	-	19,000	19,000
4410 ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-
4430 OfficeFurnEqp<5k	-	-	-	-	533	-	-	533	333	200	1,000	1,000	-
4440 Computers <\$5k	-	-	-	-	-	-	-	-	-	-	4,000	-	(4,000)
4460 FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	-	-	-
4461 Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-
4464 Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	15,000	-	(15,000)
4480 FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
4710 Food	-	-	-	-	-	-	-	-	-	-	-	-	-
4720 Food:Other Food	(0)	3,343	2,362	695	2,110	-	419	8,929	8,676	253	9,000	16,000	7,000
4990 Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-	-	-	-
4999 Misc Expenditure (Suspense)	-	7,200	-	(503)	-	2,655	(658)	8,694	7,200	1,494	-	-	-
<b>SUBTOTAL - Books and Supplies</b>	<b>(0)</b>	<b>25,266</b>	<b>68,759</b>	<b>6,925</b>	<b>10,476</b>	<b>8,553</b>	<b>7,043</b>	<b>127,021</b>	<b>88,121</b>	<b>38,900</b>	<b>159,756</b>	<b>188,565</b>	<b>28,809</b>

2022-23 Second Interim Budget												Year to Date			Annual Budget		
MSA SD	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget				
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals										
<b>Services &amp; Other Operating Expenses</b>																	
5101 CMO Fees	-	-	-	116,235	-	-	110,690	226,925	207,965	18,960	450,590	450,590	-				
5200 Travel - General	-	-	-	-	-	-	-	-	923	(923)	2,000	2,000	-				
5205 Conference Fees	-	-	-	-	-	-	-	-	923	(923)	6,000	2,000	(4,000)				
5210 MilesParkTolls	-	-	-	471	205	-	-	676	692	(16)	1,500	1,500	-				
5215 TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-				
5220 TraLodging	1,975	2,175	-	-	-	-	-	4,150	2,308	1,842	1,500	5,000	3,500				
5300 DuesMemberships	5,263	-	1,130	299	-	-	-	6,692	3,462	3,230	7,500	7,500	-				
5450 Other Insurance	18,661	6,220	6,220	6,220	6,220	6,220	6,220	55,981	34,449	21,532	69,564	74,640	5,076				
5500 OpsHousekeeping	120	2,991	896	13,881	1,364	12,282	8,196	39,731	27,692	12,039	18,000	60,000	42,000				
5510 Gas & Electric	7,588	4,235	9,542	12,235	8,347	5,460	6,922	54,330	36,923	17,407	80,000	80,000	-				
5610 Rent & Leases	60,606	60,606	60,606	60,606	60,606	95,500	25,713	424,244	338,383	85,861	733,163	733,163	-				
5620 EquipmentLeases	1,816	916	1,373	3,545	1,201	885	1,269	11,004	6,923	4,080	15,000	15,000	-				
5630 Reps&MaintBldng	-	-	-	4,983	550	1,440	1,370	8,343	34,615	(26,272)	75,000	75,000	-				
5800 ProfessServices	3,470	-	1,750	-	-	-	18,152	23,372	45,478	(22,106)	80,535	98,535	18,000				
5810 Legal	-	-	-	-	1,088	2,179	604	3,871	4,615	(745)	10,000	10,000	-				
5813 SchPrgAftSchool	-	-	-	-	-	2,032	19,485	21,517	47,717	(26,200)	103,387	103,387	-				
5814 SchPrgAcadComps	-	-	-	-	-	-	434	434	1,154	(720)	2,500	2,500	-				
5819 SchIProgs-Other	-	-	220	17,261	593	-	1,170	19,243	462	18,782	1,000	1,000	-				
5820 Audit & CPA	-	-	1,091	-	3,455	-	1,123	5,668	4,154	1,514	9,000	9,000	-				
5825 DMSBusinessSvcs	-	-	-	-	-	-	-	-	-	-	-	-	-				
5835 Field Trips	-	-	-	-	3,019	733	3,608	7,360	18,462	(11,102)	40,000	40,000	-				
5836 FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-				
5840 MarkngStdtRecrt	4,382	5,620	3,162	1,499	-	7,382	850	22,894	11,538	11,356	20,000	25,000	5,000				
5850 Oversight Fees	-	-	-	-	-	4,006	4,006	8,011	19,342	(11,330)	41,907	41,907	-				
5857 Payroll Fees	1,669	1,046	1,324	1,270	1,338	1,324	1,755	9,727	6,923	2,803	15,000	15,000	-				
5860 Service Fees	125	128	89	53	136	148	236	916	3,923	(3,007)	8,500	8,500	-				
5861 Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-				
5863 Prof Developmnt	-	-	3,650	40	42	-	-	3,732	1,846	1,885	4,000	4,000	-				
5864 Prof Dev-Other	-	-	-	-	-	-	8,000	8,000	5,291	2,709	11,464	11,464	-				
5865 Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-	-	-				
5869 SpEd Ctrct Inst	-	-	-	-	-	-	26,857	26,857	109,144	(82,287)	236,478	236,478	-				
5870 Livescan	69	297	215	71	92	-	-	744	462	283	750	1,000	250				
5872 SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-				
5875 Staff Recruiting	-	-	-	-	-	-	-	-	-	-	-	-	-				
5884 Substitutes	-	4,748	-	-	42,041	-	-	46,789	60,000	(13,211)	35,000	130,000	95,000				
5890 OthSvcsNon-Inst	-	-	-	-	-	474	474	949	231	718	500	500	-				
5900 Communications	-	2,625	-	-	-	-	-	2,625	1,385	1,240	3,000	3,000	-				
5910 Communications 2	-	-	-	-	-	-	-	-	-	-	-	-	-				
5920 TelecomInternet	504	2,786	1,227	828	1,151	3,780	162	10,438	15,231	(4,793)	33,000	33,000	-				
5930 PostageDelivery	-	-	-	-	962	-	-	962	1,846	(884)	4,000	4,000	-				
5940 Technology	2,990	548	9,648	5,961	274	274	4,349	24,042	12,690	11,352	23,694	27,494	3,800				
5990 Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-	-	-	-				
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>109,237</b>	<b>94,941</b>	<b>102,143</b>	<b>245,457</b>	<b>132,684</b>	<b>144,119</b>	<b>251,644</b>	<b>1,080,224</b>	<b>1,067,150</b>	<b>13,074</b>	<b>2,143,532</b>	<b>2,312,158</b>	<b>168,626</b>				

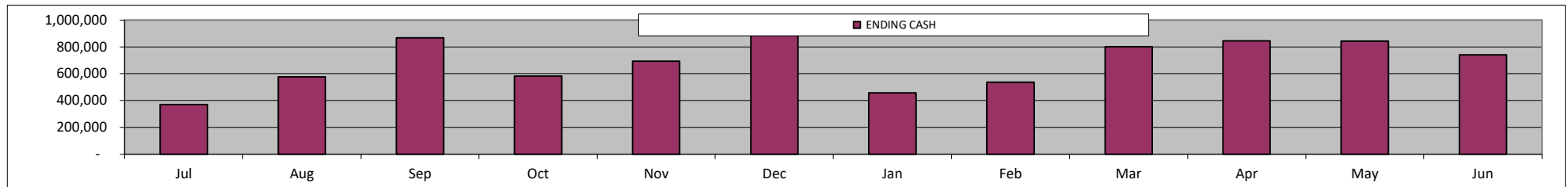
2022-23 Second Interim Budget										Year to Date			Annual Budget		
MSA SD	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget		
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals								
<b>Capital Outlay &amp; Depreciation</b>															
6100	-	-	-	-	-	-	-	-	-	-	-	-	-		
6400	-	-	-	-	-	-	-	-	-	-	-	-	-		
6900	-	-	17,801	-	-	17,274	-	35,074	42,645	(7,571)	85,290	85,290	-		
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	-	-	17,801	-	-	17,274	-	35,074	42,645	(7,571)	85,290	85,290	-		
<b>Other Outflows</b>															
7299	-	-	-	-	-	-	-	-	-	-	-	-	-		
7310	-	-	-	-	-	-	-	-	-	-	-	-	-		
7438	-	-	-	886	-	-	886	1,772	1,500	272	3,000	3,000	-		
<b>SUBTOTAL - Other Outflows</b>	-	-	-	886	-	-	886	1,772	1,500	272	3,000	3,000	-		
<b>TOTAL EXPENSES</b>	209,797	265,974	429,898	537,266	420,970	441,087	538,126	2,843,118	2,652,199	190,919	5,647,442	5,834,349	186,907		



2022-23 Monthly Cash Flow (Actuals + Projections)

MSA-SD	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	552,871	369,569	576,206	867,589	582,181	693,760	891,453	457,334	536,854	801,395	845,054	843,646	740,828	
<b>Revenue</b>														
LCFF Entitlement	56,311	229,745	467,834	332,605	332,605	352,210	332,605	322,047	508,972	227,806	227,806	227,806	354,666	3,973,018
Federal Revenue	-	521	78	13	-	13,117	35,677	-	35,457	-	-	-	107,770	192,634
Other State Revenues	15,827	17,787	44,749	44,692	36,883	162,384	106,948	159,594	159,594	191,340	159,594	159,594	96,884	1,355,871
Other Local Revenues	11,564	585	200	5,274	6,697	1,109	14,758	5,833	5,833	5,833	5,833	5,833	648	70,001
<b>Total Revenue</b>	<b>83,702</b>	<b>248,638</b>	<b>512,861</b>	<b>382,584</b>	<b>376,185</b>	<b>528,820</b>	<b>489,988</b>	<b>487,475</b>	<b>709,857</b>	<b>424,980</b>	<b>393,233</b>	<b>393,233</b>	<b>559,968</b>	<b>5,591,524</b>
<b>Expenses</b>														
Certificated Salaries	62,853	89,714	167,913	167,842	176,575	174,292	174,768	172,413	172,413	172,413	172,413	172,413	192,934	2,068,956
Classified Salaries	10,069	26,647	30,754	26,030	24,987	29,027	27,970	27,672	27,672	27,672	27,672	27,672	18,222	332,067
Benefits	27,638	29,405	42,529	90,127	76,248	67,823	75,816	70,359	70,359	70,359	70,359	70,359	82,931	844,314
Books and Supplies	(0)	25,266	68,759	6,925	10,476	8,553	7,043	15,714	7,955	2,401	2,401	2,401	30,673	188,565
Services and Operations	109,237	94,941	102,143	245,457	132,684	144,119	251,644	177,858	177,858	177,858	177,858	177,858	342,642	2,312,158
Depreciation / Cap Outlay	-	-	17,801	-	-	17,274	-	7,107	7,107	7,107	7,107	7,107	14,678	85,290
Other Outflows	-	-	-	886	-	-	886	250	250	250	250	228	0	3,000
<b>Total Expenses</b>	<b>209,797</b>	<b>265,974</b>	<b>429,898</b>	<b>537,266</b>	<b>420,970</b>	<b>441,087</b>	<b>538,126</b>	<b>471,374</b>	<b>463,615</b>	<b>458,061</b>	<b>458,061</b>	<b>458,039</b>	<b>682,080</b>	<b>5,834,349</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals														-
Accounts Receivable - Current Year	233,385	22,306	42,540	215,198	78	28,817		56,312	56,312	69,633	56,312			780,893
Other Assets/Accrual Adj	(163,110)	235,770	97,035	(435,316)	96,459	50,727	(283,392)							(401,827)
Fixed Assets - Depreciation Addback								7,107	7,107	7,107	7,107	7,107		35,537
Fixed Assets - Acquisitions														-
Due To (From)			40,241	(44,295)			(45,120)		(45,120)			(45,120)		(139,413)
Expenses - Prior Year Accruals	1,158													1,158
Accounts Payable - Current Year	(221,193)	(34,103)	28,605	16,961	(6,818)	29,263	(22,805)							(210,090)
Loans Payable (Current)														-
Loans Payable (Long Term)														-
Other	92,552			116,724	66,646	1,153	(34,665)							242,411
<b>Total Other Transactions</b>	<b>(57,208)</b>	<b>223,973</b>	<b>208,421</b>	<b>(130,727)</b>	<b>156,365</b>	<b>109,960</b>	<b>(385,981)</b>	<b>63,420</b>	<b>18,300</b>	<b>76,740</b>	<b>63,420</b>	<b>(38,013)</b>		<b>308,670</b>
<b>Total Change in Cash</b>	<b>(183,302)</b>	<b>206,637</b>	<b>291,384</b>	<b>(285,409)</b>	<b>111,580</b>	<b>197,693</b>	<b>(434,119)</b>	<b>79,520</b>	<b>264,541</b>	<b>43,659</b>	<b>(1,408)</b>	<b>(102,818)</b>		<b>65,845</b>

<b>ENDING CASH</b>	<b>369,569</b>	<b>576,206</b>	<b>867,589</b>	<b>582,181</b>	<b>693,760</b>	<b>891,453</b>	<b>457,334</b>	<b>536,854</b>	<b>801,395</b>	<b>845,054</b>	<b>843,646</b>	<b>740,828</b>	<<< = 46 days cash
--------------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------	----------------	--------------------





2022-23 Second Interim Budget											Annual Budget			
MSA MERF	Year to Date								Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals							
<b>SUMMARY</b>														
<b>Revenue</b>														
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenues	11,868	2,052	7,267	1,515,084	3,894	-	1,857,774	3,397,939	3,875,475	(477,536)	6,633,935	6,633,935	-	-
<b>Total Revenue</b>	<b>11,868</b>	<b>2,052</b>	<b>7,267</b>	<b>1,515,084</b>	<b>3,894</b>	<b>-</b>	<b>1,857,774</b>	<b>3,397,939</b>	<b>3,875,475</b>	<b>(477,536)</b>	<b>6,633,935</b>	<b>6,633,935</b>	<b>-</b>	<b>-</b>
<b>Expenditures</b>														
Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classified Salaries	151,646	306,329	303,969	311,442	329,727	328,994	323,011	2,055,117	2,091,584	(36,467)	3,874,852	3,879,876	5,023	-
Benefits	91,317	63,459	61,492	129,821	150,134	104,111	116,855	717,190	745,023	(27,833)	1,263,376	1,307,412	44,037	-
Books and Supplies	55	87,163	36,714	(16,621)	8,584	28,047	(36,279)	107,663	44,827	62,836	71,750	83,250	11,500	-
Services and Operating Exp.	146,823	83,876	92,531	193,320	83,023	79,478	94,385	773,434	743,678	29,756	1,381,117	1,381,117	-	-
Depreciation & Cap Outlay	-	-	129	-	-	129	-	258	358	(100)	859	859	-	-
Other Outflows	-	-	-	507	-	-	507	1,014	-	1,014	-	-	-	-
<b>Total Expenditures</b>	<b>389,841</b>	<b>540,827</b>	<b>494,835</b>	<b>618,470</b>	<b>571,467</b>	<b>540,758</b>	<b>498,479</b>	<b>3,654,676</b>	<b>3,625,470</b>	<b>29,206</b>	<b>6,591,954</b>	<b>6,652,514</b>	<b>60,560</b>	<b>-</b>
<b>Net Revenues</b>								<b>(256,737)</b>	<b>250,005</b>	<b>(506,742)</b>	<b>41,981</b>	<b>(18,579)</b>	<b>(60,560)</b>	
<b>Fund Balance</b>														
Beginning Balance (Audited)												2,390,863		
Net Revenues												(18,579)		
<b>Ending Fund Balance</b>												<b>2,372,284</b>		
<b>Components of Fund Bal.</b>														
Available For Econ. Uncert.												2,358,502		
Restricted Balances (Est.)												-		
Net Fixed Assets												13,782		
<b>Ending Fund Balance</b>												<b>2,372,284</b>		



2022-23 Second Interim Budget											Year to Date			Annual Budget									
MSA MERF											Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
											Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals						
<b>REVENUE DETAIL</b>																							
<b>LCFF Entitlement</b>																							
8011	State Aid	-	-	-	-	-	-	-	-	-	-	-											
8012	EPA Entitlement	-	-	-	-	-	-	-	-	-	-	-											
8019	Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-											
8096	InLieuPropTaxes	-	-	-	-	-	-	-	-	-	-	-											
<b>SUBTOTAL - LCFF Entitlement</b>		-	-	-	-	-	-	-	-	-	-	-											
<b>Federal Revenue</b>																							
8181	SpEd - Revenue	-	-	-	-	-	-	-	-	-	-	-											
8220	SchLunchFederal	-	-	-	-	-	-	-	-	-	-	-											
8290	All Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-											
8295	Federal Revenue PY Adj	-	-	-	-	-	-	-	-	-	-	-											
<b>SUBTOTAL - Federal Revenue</b>		-	-	-	-	-	-	-	-	-	-	-											
<b>Other State Revenue</b>																							
8311	SpEd Revenue	-	-	-	-	-	-	-	-	-	-	-											
8520	SchoolNutrState	-	-	-	-	-	-	-	-	-	-	-											
8550	MandCstReimburs	-	-	-	-	-	-	-	-	-	-	-											
8560	StateLotteryRev	-	-	-	-	-	-	-	-	-	-	-											
8590	AllOthStateRev	-	-	-	-	-	-	-	-	-	-	-											
8595	State Rev PY Adj	-	-	-	-	-	-	-	-	-	-	-											
<b>SUBTOTAL - Other State Revenue</b>		-	-	-	-	-	-	-	-	-	-	-											
<b>Local Revenue</b>																							
8600	Other Local Rev	-	-	-	-	-	-	-	-	-	-	-											
8634	StudentLunchFee	-	-	-	-	-	-	-	-	-	-	-											
8650	Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-											
8660	Interest	-	-	-	-	-	-	-	-	-	-	-											
8682	Summer School	-	-	-	-	-	-	-	-	-	-	-											
8677	SpEd Revenue	-	-	-	-	-	-	-	-	-	-	-											
8695	Prior Year Adj (Local2)	-	-	-	-	-	-	-	-	-	-	-											
8698	OthRev-Suspense	-	-	-	-	-	-	-	-	-	-	-											
8701	CMO Fee - MSA-1	-	-	-	282,371	-	340,596	622,966	700,918	(77,952)	1,201,574	1,201,574											
8702	CMO Fee - MSA-2	-	-	-	250,996	-	351,054	602,050	700,918	(98,868)	1,201,574	1,201,574											
8703	CMO Fee - MSA-3	-	-	-	180,403	-	252,320	432,724	503,785	(71,061)	863,631	863,631											
8704	CMO Fee - MSA-4	-	-	-	10,981	-	58,831	69,812	100,757	(30,945)	172,726	172,726											
8705	CMO Fee - MSA-5	-	-	-	47,062	-	65,823	112,885	131,422	(18,538)	225,295	225,295											
8706	CMO Fee - MSA-6	-	-	-	10,981	-	86,001	96,982	144,565	(47,583)	247,825	247,825											
8707	CMO Fee - MSA-7	-	-	-	156,873	-	29,219	186,092	131,422	54,670	225,295	225,295											
8708	CMO Fee - MSA-8	-	-	-	180,403	-	252,320	432,724	503,785	(71,061)	863,631	863,631											
8709	CMO Fee - MSA-SA	-	-	-	250,996	-	147,279	398,275	438,074	(39,799)	750,984	750,984											
8712	CMO Fee - MSA-SD	-	-	-	116,235	-	110,690	226,925	262,844	(35,919)	450,590	450,590											
8699	Other Revenue	2,738	36	7,200	27,784	-	166,142	203,900	251,306	(47,406)	430,810	430,810											
8980	Misc Revenue (Suspense 2)	-	-	-	-	-	-	-	-	-	-	-											
8999	Misc Revenue (Suspense)	-	1,515	-	-	985	(2,500)	-	-	-	-	-											
<b>SUBTOTAL - Local Revenue</b>		<b>2,738</b>	<b>1,552</b>	<b>7,200</b>	<b>1,515,084</b>	<b>985</b>	<b>-</b>	<b>1,857,774</b>	<b>3,385,333</b>	<b>3,869,795</b>	<b>(484,462)</b>	<b>6,633,935</b>	<b>6,633,935</b>										

2022-23 Second Interim Budget											Year to Date			Annual Budget										
MSA MERF											Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget	
<b>Fundraising &amp; Grants</b>																								
8802	Donations - Private	2,703	500	67	-	2,909	-	6,180	5,680	500	-	-	-	-										
8803	Fundraising	6,426	-	-	-	-	-	6,426	-	6,426	-	-	-											
<b>SUBTOTAL - Fundraising &amp; Grants</b>		<b>9,130</b>	<b>500</b>	<b>67</b>	<b>-</b>	<b>2,909</b>	<b>-</b>	<b>12,606</b>	<b>5,680</b>	<b>6,926</b>	<b>-</b>	<b>-</b>	<b>-</b>											
<b>TOTAL REVENUE</b>											<b>11,868</b>	<b>2,052</b>	<b>7,267</b>	<b>1,515,084</b>	<b>3,894</b>	<b>-</b>	<b>1,857,774</b>	<b>3,397,939</b>	<b>3,875,475</b>	<b>(477,536)</b>	<b>6,633,935</b>	<b>6,633,935</b>	<b>-</b>	
<b>EXPENSES DETAIL</b>																								
<b>Certificated Salaries</b>																								
1100	TeacherSalaries	-	-	-	-	-	-	-	-	-	-	-	-											
1200	Cert Aid	-	-	-	-	-	-	-	-	-	-	-	-											
1300	Cert Adminis	-	-	-	-	-	-	-	-	-	-	-	-											
<b>SUBTOTAL - Certificated Salaries</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>											
<b>Classified Salaries</b>																								
2100	Instructional Aides	-	-	-	-	-	-	-	-	-	-	-	-											
2200	Classified Support	-	-	-	-	-	-	-	-	-	-	-	-											
2300	Classified Admin	-	-	-	-	-	-	-	-	-	-	-	-											
2400	Clerical & Tech	151,646	306,329	303,969	311,442	329,727	328,994	323,011	2,055,117	2,091,584	(36,467)	3,874,852	3,879,876	5,023										
2900	OtherClassStaff	-	-	-	-	-	-	-	-	-	-	-	-											
<b>SUBTOTAL - Classified Salaries</b>		<b>151,646</b>	<b>306,329</b>	<b>303,969</b>	<b>311,442</b>	<b>329,727</b>	<b>328,994</b>	<b>323,011</b>	<b>2,055,117</b>	<b>2,091,584</b>	<b>(36,467)</b>	<b>3,874,852</b>	<b>3,879,876</b>	<b>5,023</b>										
<b>Employee Benefits</b>																								
3101	STRS-Certified	-	-	-	-	-	-	-	-	-	-	-	-											
3102	STRS-Classified	14,820	29,640	29,655	30,516	29,127	31,391	31,391	196,540	200,557	(4,017)	371,474	371,474	-										
3201	PERS-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-										
3202	PERS-Classified	3,267	6,190	6,533	6,533	8,178	7,534	6,533	44,770	42,469	2,300	78,405	78,405	-										
3301	OASDI/Med-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-										
3302	OASDI/Med-Class	6,774	13,780	13,593	13,457	13,280	13,050	14,453	88,387	91,721	(3,334)	163,218	169,895	6,678										
3401	HlthWelfareCert	46,184	2,003	(90)	67,606	86,779	39,382	44,046	285,910	46,184	239,726	-	-	-										
3402	HlthWelfareCert	-	-	-	-	-	-	-	-	263,284	(263,284)	526,569	526,569	-										
3501	UI-Certificated	-	-	-	(1,141)	-	-	-	(1,141)	-	(1,141)	-	-	-										
3502	UI-Classified	-	-	-	402	335	19	7,515	8,271	5,635	2,636	4,508	11,270	6,762										
3601	WorkersCmp-Cert	16,947	5,649	5,649	5,649	5,649	5,649	5,649	50,841	16,947	33,894	-	-	-										
3602	WorkersCmp-Class	-	-	-	-	-	-	-	-	33,894	(33,894)	41,555	67,788	26,233										
3701	Other Retirement-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-										
3901	OthBenes-Cert	-	-	-	-	-	-	-	-	-	-	-	-	-										
3902	OthBenes-Class	3,326	6,197	6,152	6,800	6,784	7,087	7,269	43,613	44,332	(718)	77,648	82,012	4,364										
3990	PY Benefit Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-										
<b>SUBTOTAL - Employee Benefits</b>		<b>91,317</b>	<b>63,459</b>	<b>61,492</b>	<b>129,821</b>	<b>150,134</b>	<b>104,111</b>	<b>116,855</b>	<b>717,190</b>	<b>745,023</b>	<b>(27,833)</b>	<b>1,263,376</b>	<b>1,307,412</b>	<b>44,037</b>										

2022-23 Second Interim Budget											Annual Budget		
Year to Date											First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
MSA MERF	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Actual YTD	Budget YTD	Variance			
<b>Books &amp; Supplies</b>													
4100 Text&CoreCurric	-	-	-	649	99	-	-	748	538	210	1,000	1,000	-
4200 BooksOthRefMats	-	-	-	-	-	-	-	-	-	-	-	-	-
4300 Ins Mats & Sups 2	-	-	-	-	-	-	-	-	-	-	-	-	-
4310 Ins Mats & Sups	-	-	-	-	-	-	-	-	-	-	-	-	-
4315 OthrSupplies	-	-	-	-	-	-	-	-	1,077	(1,077)	2,000	2,000	-
4320 Office Supplies	55	3,182	313	2,443	1,288	1,644	179	9,105	7,538	1,566	14,000	14,000	-
4325 ProfDevMat&Sups	-	-	-	-	-	-	-	-	-	-	-	-	-
4326 Arts&MusicSupps	-	-	-	-	-	-	-	-	-	-	-	-	-
4335 PE Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-
4340 Educat Software	-	64,830	-	(61,530)	-	-	-	3,300	3,096	204	5,750	5,750	-
4345 NonInstStdntSup	-	-	-	1,132	134	-	-	1,266	2,692	(1,426)	5,000	5,000	-
4346 TeacherSupplies	-	-	-	-	-	-	-	-	-	-	-	-	-
4350 Cust. Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-
4351 Yearbook	-	-	-	-	-	-	-	-	-	-	-	-	-
4390 Uniforms	-	-	-	-	-	-	-	-	1,615	(1,615)	3,000	3,000	-
4400 NonCapEquip-Gen	-	-	-	1,716	3,406	-	-	5,123	5,385	(262)	10,000	10,000	-
4410 ClssrmFrmEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-
4430 OfficeFurnEqp<5k	-	-	-	-	-	-	-	-	-	-	-	-	-
4440 Computers <\$5k	-	2,740	-	2,091	174	-	1,185	6,191	4,846	1,345	7,500	9,000	1,500
4460 FixedAssetsSuspense-Facilities	-	-	-	-	-	-	-	-	-	-	-	-	-
4461 Fixed Asset Susp (Imp)	-	-	-	-	-	-	-	-	-	-	-	-	-
4464 Equipment (Pre-Cap)	-	-	-	-	-	-	-	-	-	-	-	-	-
4480 FixedAssets Suspense-Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
4710 Food	-	-	-	-	-	-	-	-	-	-	-	-	-
4720 Food:Other Food	0	16,411	-	3,180	3,483	-	3,723	26,796	18,038	8,758	23,500	33,500	10,000
4990 Prior Year Adj (Mat'ls)	-	-	-	-	-	-	-	-	-	-	-	-	-
4999 Misc Expenditure (Suspense)	-	-	36,400	33,697	-	26,403	(41,366)	55,133	-	55,133	-	-	-
<b>SUBTOTAL - Books and Supplies</b>	<b>55</b>	<b>87,163</b>	<b>36,714</b>	<b>(16,621)</b>	<b>8,584</b>	<b>28,047</b>	<b>(36,279)</b>	<b>107,663</b>	<b>44,827</b>	<b>62,836</b>	<b>71,750</b>	<b>83,250</b>	<b>11,500</b>

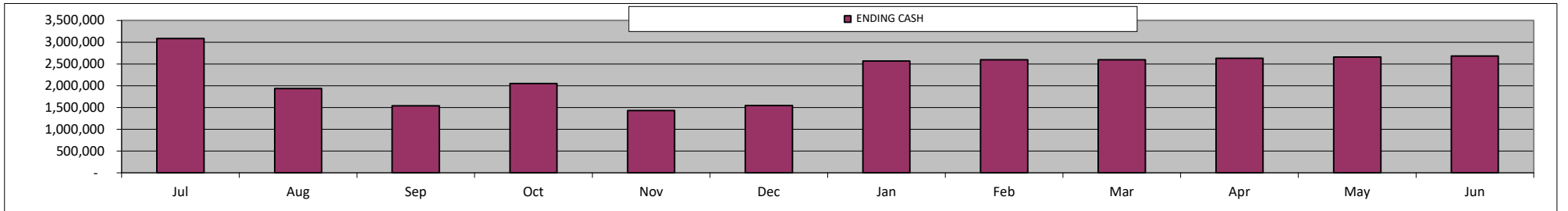
2022-23 Second Interim Budget											Year to Date			Annual Budget		
MSA MERF	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget			
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals									
<b>Services &amp; Other Operating Expenses</b>																
5101 CMO Fees	-	-	-	-	-	-	-	-	-	-	-	-	-			
5200 Travel - General	-	-	-	-	-	-	-	-	-	-	-	-	-			
5205 Conference Fees	-	-	-	-	-	-	-	-	6,731	(6,731)	12,500	12,500	-			
5210 MilesParkTolls	60	694	636	2,096	-	1,205	1,492	6,182	11,038	(4,856)	20,500	20,500	-			
5215 TravConferences	-	-	-	-	-	-	-	-	-	-	-	-	-			
5220 TraLodging	-	-	-	597	-	-	-	597	4,308	(3,710)	8,000	8,000	-			
5300 DuesMemberships	75	5,460	1,265	(4,453)	174	918	544	3,983	9,423	(5,441)	17,500	17,500	-			
5450 Other Insurance	6,812	55	55	55	55	55	55	7,142	4,787	2,355	8,890	8,890	-			
5500 OpsHousekeeping	-	5,445	-	(1,359)	658	(18)	-	4,726	4,038	688	7,500	7,500	-			
5510 Gas & Electric	-	31	-	-	-	-	505	536	-	536	-	-	-			
5610 Rent & Leases	35,012	17,506	18,506	15,874	17,848	18,006	18,006	140,756	123,846	16,910	230,000	230,000	-			
5620 EquipmentLeases	740	370	370	1,139	370	370	693	4,052	4,308	(255)	8,000	8,000	-			
5630 Reps&MaintBldng	-	-	-	-	-	-	-	-	-	-	-	-	-			
5800 ProfessServices	94,561	43,540	47,696	(99,324)	3,097	44,850	48,442	182,863	118,462	64,401	220,000	220,000	-			
5810 Legal	-	-	18,600	8,670	-	11,224	193	38,686	32,577	6,109	60,500	60,500	-			
5813 SchPrgAftSchool	-	-	-	-	-	-	-	-	-	-	-	-	-			
5814 SchPrgAcadComps	-	-	-	-	-	-	-	-	-	-	-	-	-			
5819 SchIProgs-Other	-	-	-	-	-	-	-	-	-	-	-	-	-			
5820 Audit & CPA	-	-	1,091	-	3,455	-	1,123	5,668	6,462	(793)	12,000	12,000	-			
5825 DMSBusinessSvcs	-	-	-	235,799	42,300	-	-	278,099	318,769	(40,670)	592,000	592,000	-			
5835 Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-			
5836 FieldTrip Trans	-	-	-	-	-	-	-	-	-	-	-	-	-			
5840 MarkngStdtRecre	-	4,434	(10)	2,470	2,594	-	5,908	15,396	20,462	(5,066)	38,000	38,000	-			
5850 Oversight Fees	-	-	-	-	-	-	-	-	-	-	-	-	-			
5857 Payroll Fees	1,740	1,369	1,369	1,396	1,451	1,465	1,730	10,518	8,077	2,441	15,000	15,000	-			
5860 Service Fees	-	-	-	-	-	-	-	-	269	(269)	500	500	-			
5861 Prior Year Services	-	-	-	-	-	-	-	-	-	-	-	-	-			
5863 Prof Developmnt	-	835	1,640	1,587	433	-	1,284	5,778	15,077	(9,299)	28,000	28,000	-			
5864 Prof Dev-Other	-	-	-	-	-	-	-	-	5,385	(5,385)	10,000	10,000	-			
5865 Prof Dev - LLM	-	-	-	-	-	-	-	-	-	-	-	-	-			
5869 SpEd Ctrct Inst	-	-	-	-	-	-	-	-	-	-	-	-	-			
5870 Livescan	-	-	-	-	92	-	1,119	1,211	-	1,211	-	-	-			
5872 SPED Fees (incl Encroachment)	-	-	-	-	-	-	-	-	-	-	-	-	-			
5875 Staff Recruiting	-	-	-	450	-	-	925	1,375	1,885	(510)	3,500	3,500	-			
5884 Substitutes	-	-	-	-	-	-	-	-	-	-	-	-	-			
5890 OthSvcsNon-Inst	-	-	-	-	-	-	-	-	-	-	-	-	-			
5900 Communications	-	-	-	-	-	-	-	-	781	(781)	1,450	1,450	-			
5910 Communications 2	-	-	-	-	-	-	-	-	-	-	-	-	-			
5920 TelecomInternet	826	837	834	837	3,191	924	3,202	10,651	8,077	2,574	15,000	15,000	-			
5930 PostageDelivery	-	284	-	310	1,025	-	250	1,868	6,462	(4,593)	12,000	12,000	-			
5940 Technology	6,996	3,015	479	27,179	6,280	479	8,915	53,344	32,457	20,887	60,277	60,277	-			
5990 Prior Year Adj (Services)	-	-	-	-	-	-	-	-	-	-	-	-	-			
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>146,823</b>	<b>83,876</b>	<b>92,531</b>	<b>193,320</b>	<b>83,023</b>	<b>79,478</b>	<b>94,385</b>	<b>773,434</b>	<b>743,678</b>	<b>29,756</b>	<b>1,381,117</b>	<b>1,381,117</b>	<b>-</b>			

2022-23 Second Interim Budget											Annual Budget		
MSA MERF	Year to Date							Actual YTD	Budget YTD	Variance	First Interim Budget	Second Interim Budget	First Interim vs. Second Interim Budget
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals						
<b>Capital Outlay &amp; Depreciation</b>													
6100	-	-	-	-	-	-	-	-	-	-	-	-	-
6400	-	-	-	-	-	-	-	-	-	-	-	-	-
6900	-	-	129	-	-	129	-	258	358	(100)	859	859	-
<b>SUBTOTAL - Capital Outlay &amp; Depreciation</b>	-	-	129	-	-	129	-	258	358	(100)	859	859	-
<b>Other Outflows</b>													
7299	-	-	-	-	-	-	-	-	-	-	-	-	-
7310	-	-	-	-	-	-	-	-	-	-	-	-	-
7438	-	-	-	507	-	-	507	1,014	-	1,014	-	-	-
<b>SUBTOTAL - Other Outflows</b>	-	-	-	507	-	-	507	1,014	-	1,014	-	-	-
<b>TOTAL EXPENSES</b>	389,841	540,827	494,835	618,470	571,467	540,758	498,479	3,654,676	3,625,470	29,206	6,591,954	6,652,514	60,560



2022-23 Monthly Cash Flow (Actuals + Projections)

MERF	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Accruals	TOTAL
	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	ACTUALS	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
<b>BEGINNING CASH</b>	<b>3,478,526</b>	<b>3,084,850</b>	<b>1,937,543</b>	<b>1,541,287</b>	<b>2,054,753</b>	<b>1,430,228</b>	<b>1,547,557</b>	<b>2,570,213</b>	<b>2,596,382</b>	<b>2,596,692</b>	<b>2,630,105</b>	<b>2,656,274</b>	<b>2,682,012</b>	
<b>Revenue</b>														
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Local Revenues	11,868	2,052	7,267	1,515,084	3,894	-	1,857,774	552,828	552,828	552,828	552,828	552,828	471,856	6,633,935
<b>Total Revenue</b>	<b>11,868</b>	<b>2,052</b>	<b>7,267</b>	<b>1,515,084</b>	<b>3,894</b>	<b>-</b>	<b>1,857,774</b>	<b>552,828</b>	<b>552,828</b>	<b>552,828</b>	<b>552,828</b>	<b>552,828</b>	<b>471,856</b>	<b>6,633,935</b>
<b>Expenses</b>														
Certificated Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classified Salaries	151,646	306,329	303,969	311,442	329,727	328,994	323,011	323,323	323,323	323,323	323,323	323,323	208,144	3,879,876
Benefits	91,317	63,459	61,492	129,821	150,134	104,111	116,855	108,951	108,951	108,951	108,951	108,951	45,467	1,307,412
Books and Supplies	55	87,163	36,714	(16,621)	8,584	28,047	(36,279)	-	-	-	-	(24,413)	0	83,250
Services and Operations	146,823	83,876	92,531	193,320	83,023	79,478	94,385	94,385	94,385	94,385	94,385	94,385	135,760	1,381,117
Depreciation / Cap Outlay	-	-	129	-	-	129	-	72	72	72	72	72	243	859
Other Outflows	-	-	-	507	-	-	507	-	-	-	-	(1,014)	(0)	-
<b>Total Expenses</b>	<b>389,841</b>	<b>540,827</b>	<b>494,835</b>	<b>618,470</b>	<b>571,467</b>	<b>540,758</b>	<b>498,479</b>	<b>526,730</b>	<b>526,730</b>	<b>526,730</b>	<b>526,730</b>	<b>501,303</b>	<b>389,614</b>	<b>6,652,514</b>
<b>Other Transactions Affecting Cash</b>														
Revenues - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Receivable - Current Year	-	-	-	(522,534)	522,534	-	(351,054)	-	-	-	-	-	-	(351,054)
Other Assets/Accrual Adj	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets - Depreciation Addback	-	-	-	-	-	129	-	72	72	72	72	72	72	487
Fixed Assets - Acquisitions	-	-	129	-	-	-	-	-	-	-	-	-	-	129
Due To (From) Other Funds	204,372	418,352	81,477	(48,867)	(635,465)	599,982	(49,398)	-	(25,859)	-	-	(25,859)	-	518,734
Expenses - Prior Year Accruals	18,355	-	-	-	-	-	-	-	-	-	-	-	-	18,355
Accounts Payable - Current Year	(232,970)	37,284	53,895	(135,309)	55,979	57,015	56,569	-	-	-	-	-	-	(107,537)
Summer Holdback for Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Current)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	(5,459)	(1,064,167)	(44,191)	323,563	-	961	7,243	-	-	7,243	-	-	-	(774,806)
<b>Total Other Transactions</b>	<b>(15,702)</b>	<b>(608,531)</b>	<b>91,311</b>	<b>(383,147)</b>	<b>(56,952)</b>	<b>658,087</b>	<b>(336,640)</b>	<b>72</b>	<b>(25,788)</b>	<b>7,315</b>	<b>72</b>	<b>(25,788)</b>		<b>(695,692)</b>
<b>Total Change in Cash</b>	<b>(393,676)</b>	<b>(1,147,307)</b>	<b>(396,257)</b>	<b>513,467</b>	<b>(624,525)</b>	<b>117,329</b>	<b>1,022,656</b>	<b>26,169</b>	<b>310</b>	<b>33,413</b>	<b>26,169</b>	<b>25,737</b>		<b>(714,271)</b>
<b>ENDING CASH</b>	<b>3,084,850</b>	<b>1,937,543</b>	<b>1,541,287</b>	<b>2,054,753</b>	<b>1,430,228</b>	<b>1,547,557</b>	<b>2,570,213</b>	<b>2,596,382</b>	<b>2,596,692</b>	<b>2,630,105</b>	<b>2,656,274</b>	<b>2,682,012</b>		<<< = 147 days cash



# Budget Planning 2023-24

March 9, 2023



# MPS – Budget Planning

## Assumptions FY 23/ 24

### Revenues

- \*Governor's January Proposal includes an 8 percent increase to LCFF and other programs for 2023-2024
- Prop 28 funding for Arts & Music Grant
- Prop. 98 funding decrease of \$1.5B from last year's budget at \$108.8B
- One-time pandemic funds projected to be exhausted by the end of 2023-24

### Expenditures

- Teacher compensation data reflects salaries based on current year staffing levels (2022-23)
- Employee Benefit expenditures projected increase of ten percent
- Books, Supplies & Services projections expected to increase by five percent

*\*Subject to change based on the May Revise*

Source: School Services of California – January 2023

# Enrollment Projections – 2022-23 & 2023-24

School	2022/23	2023/24	Net Change
MSA 1	693	700	7
MSA 2	507	530	23
MSA 3	375	400	25
MSA 4	105	120	15
MSA 5	234	239	5
MSA 6	91	110	19
MSA 7	264	287	23
MSA 8 Bell	385	394	9
MSA Santa Ana	496	520	24
MSA San Diego	419	430	11
<b>Totals</b>	<b>3,569</b>	<b>3,730</b>	<b>161</b>

# Budget Planning Assumptions

## 22/ 23 school year

### Funded ADA (Average Daily Attendance)

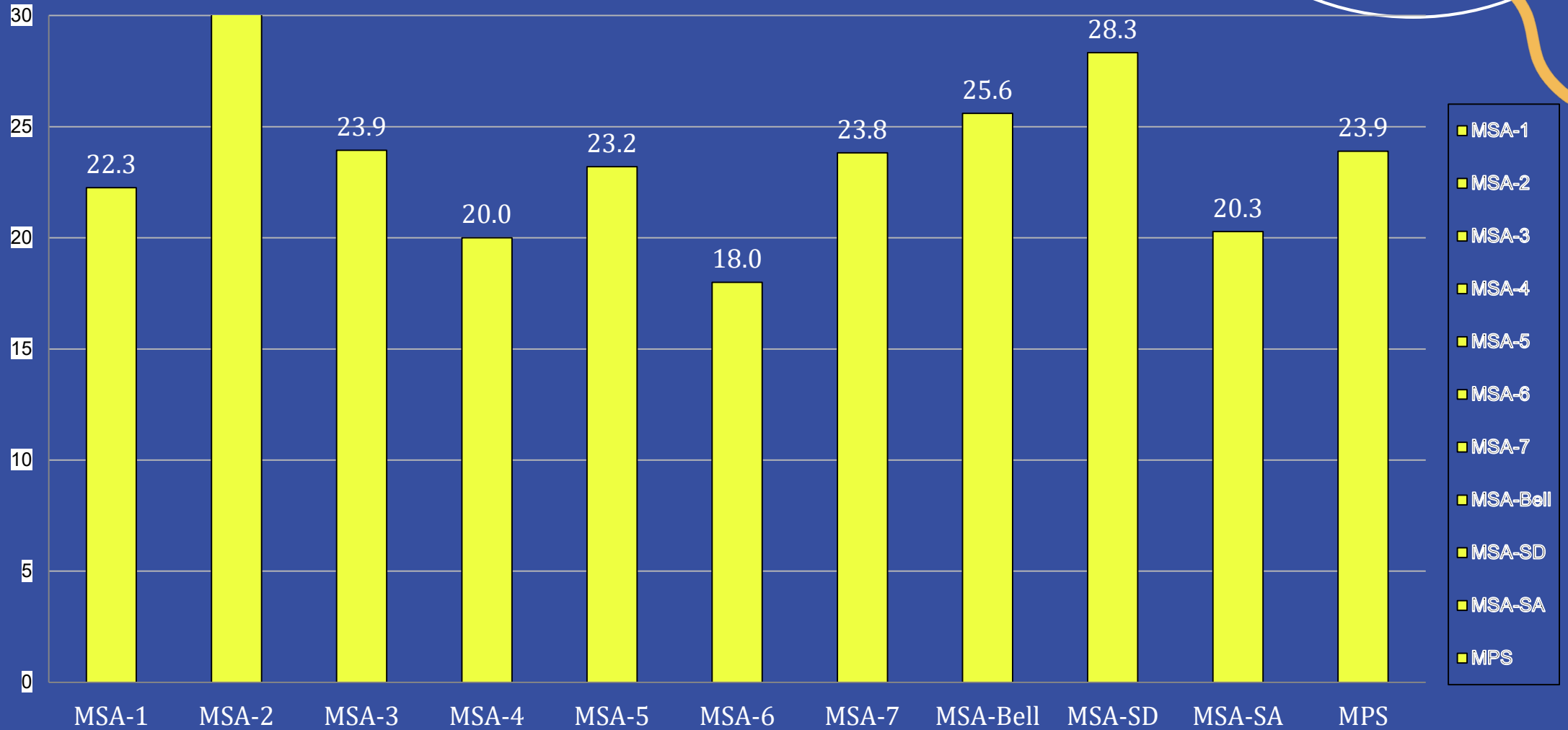
<u>MSA 1</u>	<u>MSA 2</u>	<u>MSA 3</u>	<u>MSA 4</u>	<u>MSA 5</u>
645	472	349	98	218

<u>MSA 6</u>	<u>MSA 7</u>	<u>MSA Bell</u>	<u>MSA SA</u>	<u>MSA SD</u>
85	246	358	461	390

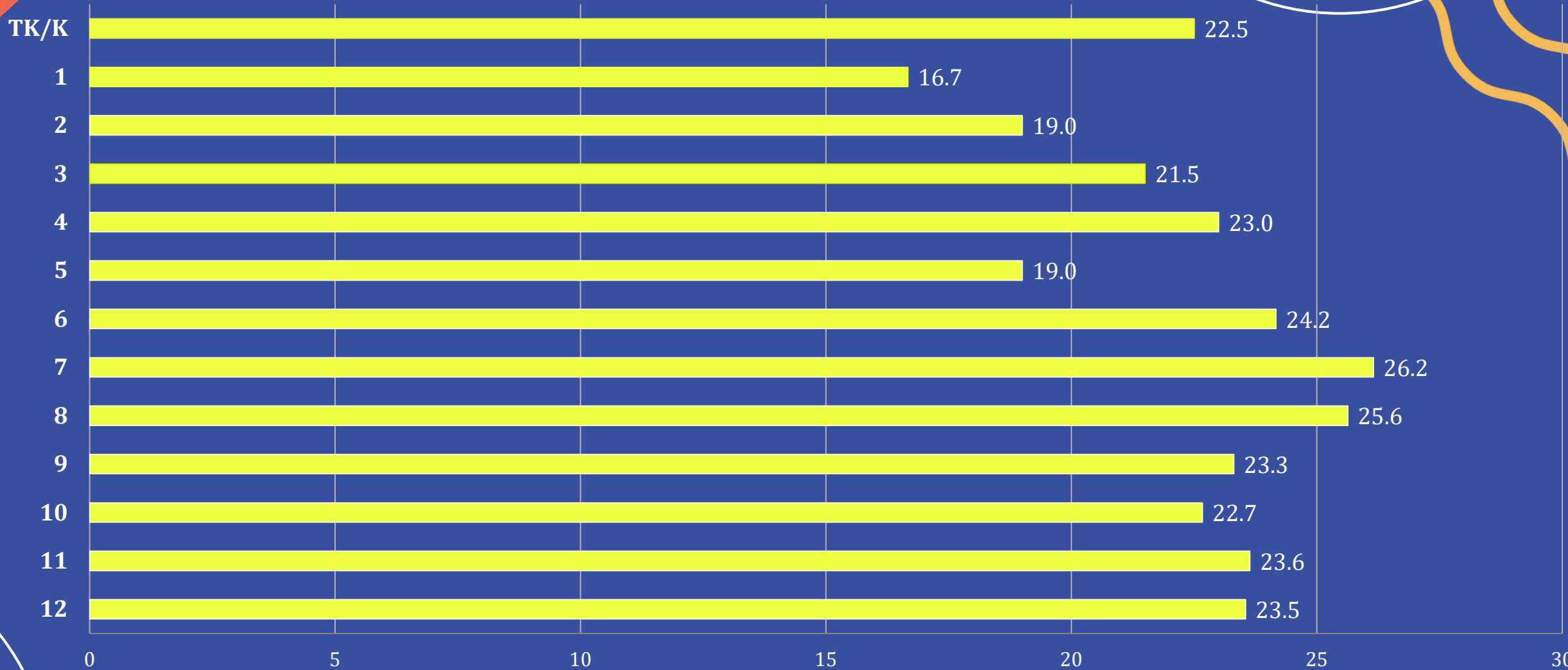
Projected Period 2 funding for the 2022 -23 fiscal year by MPS  
School

### 2022-23 MPS Average Class Size by School



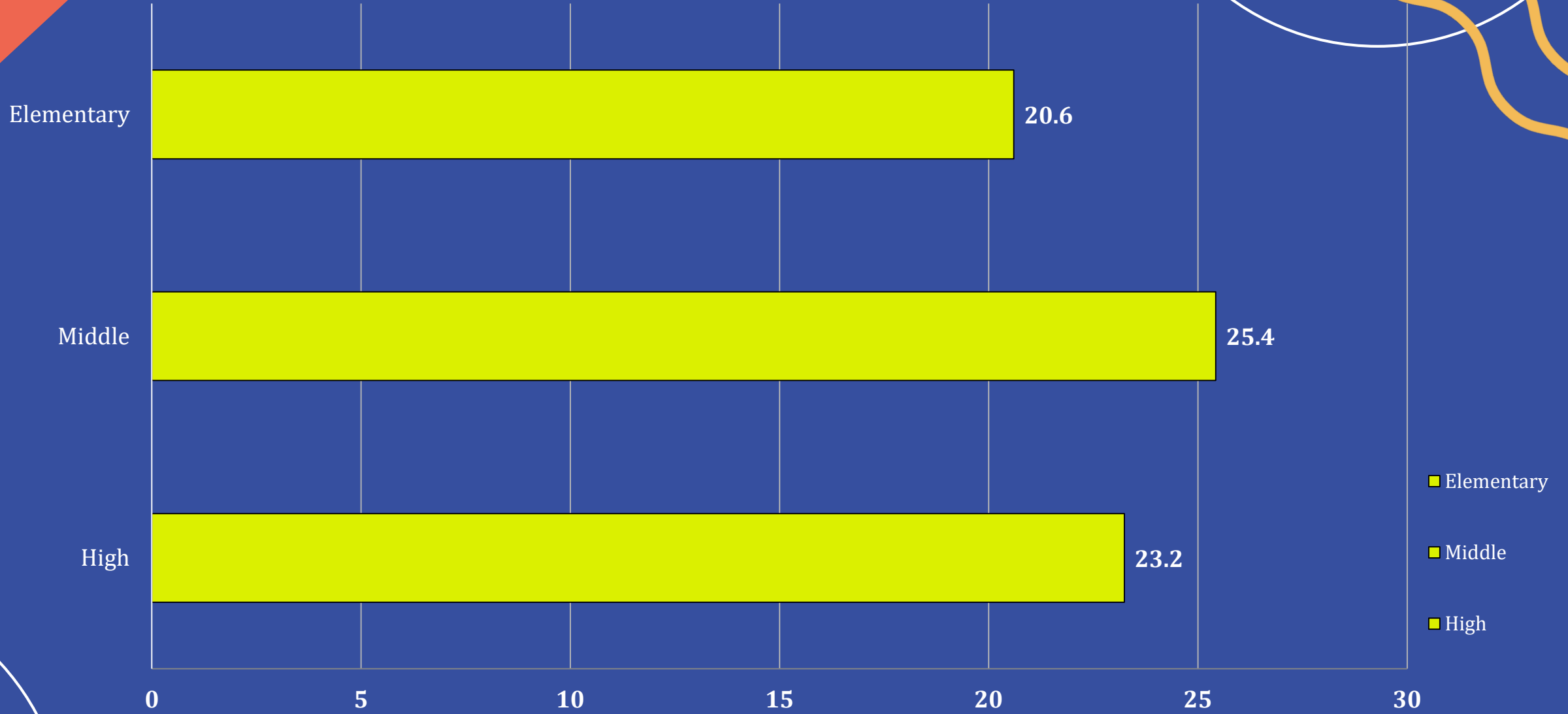
Source: MPS Accountability Data

## 2022-23 MPS Average Class Size by Grade



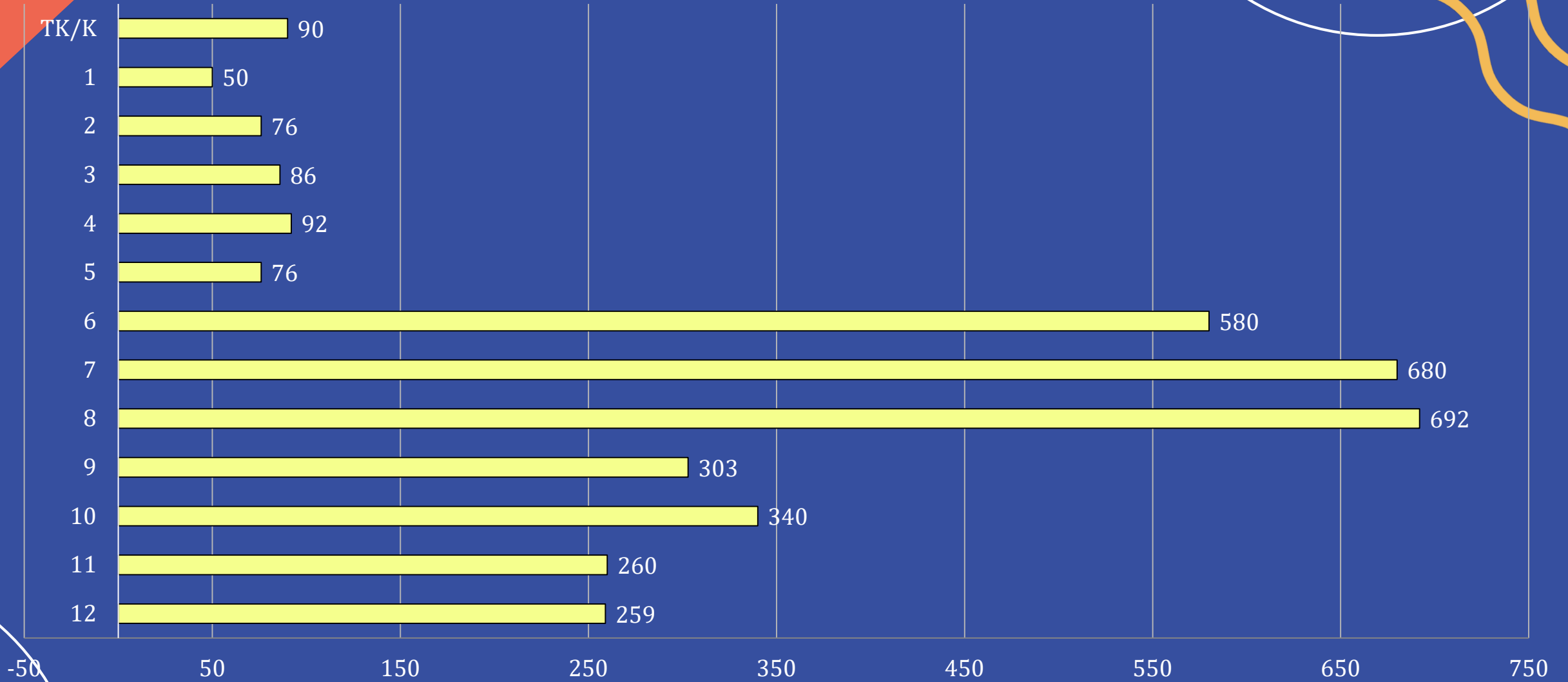
Source: MPS Accountability Data

## 2022-23 MPS Average Class Size by Span



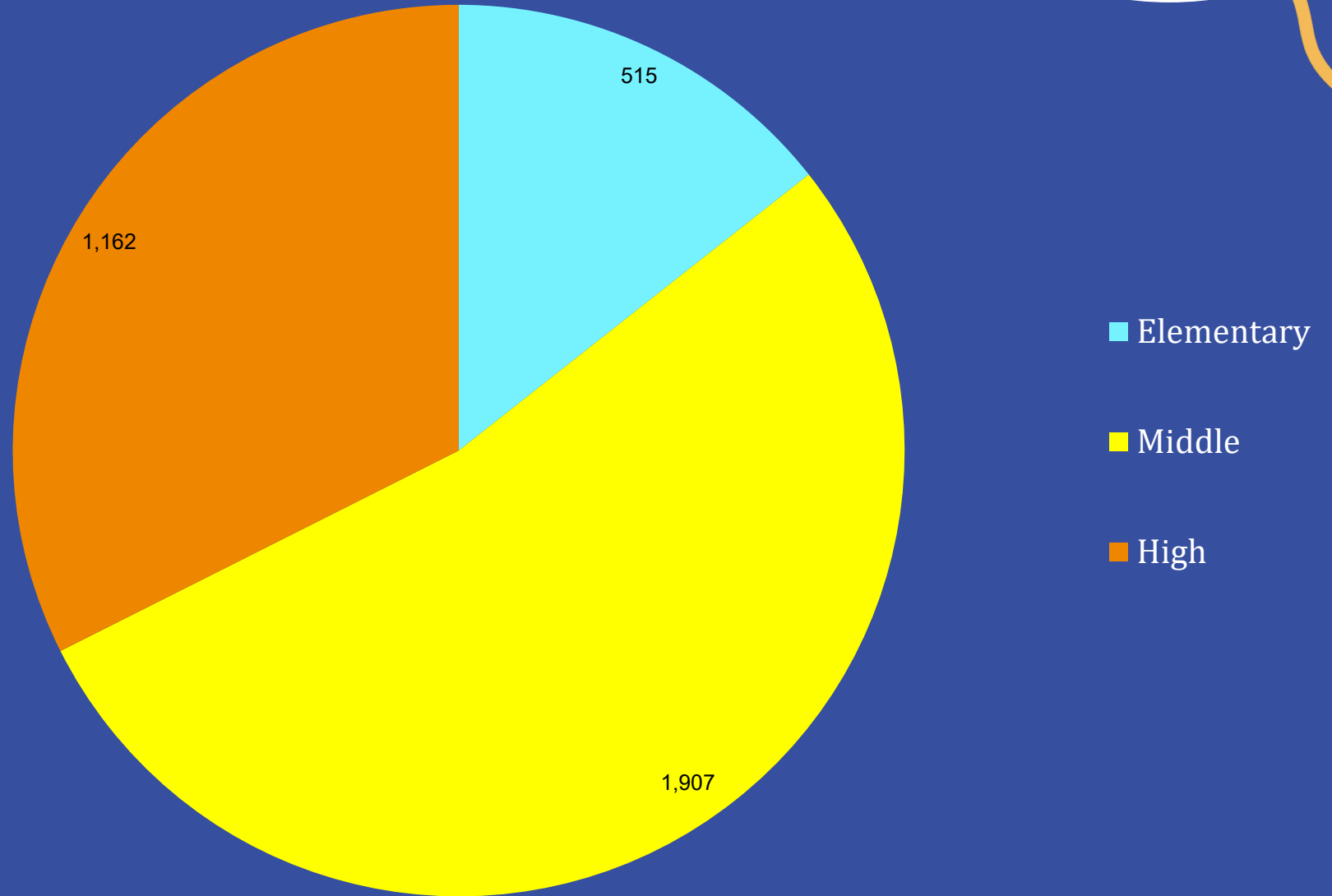
Source: MPS Accountability Data

## 2022-23 MPS Enrollment by Grade



Source: MPS Accountability Data

## 2022-23 MPS Enrollment by Span

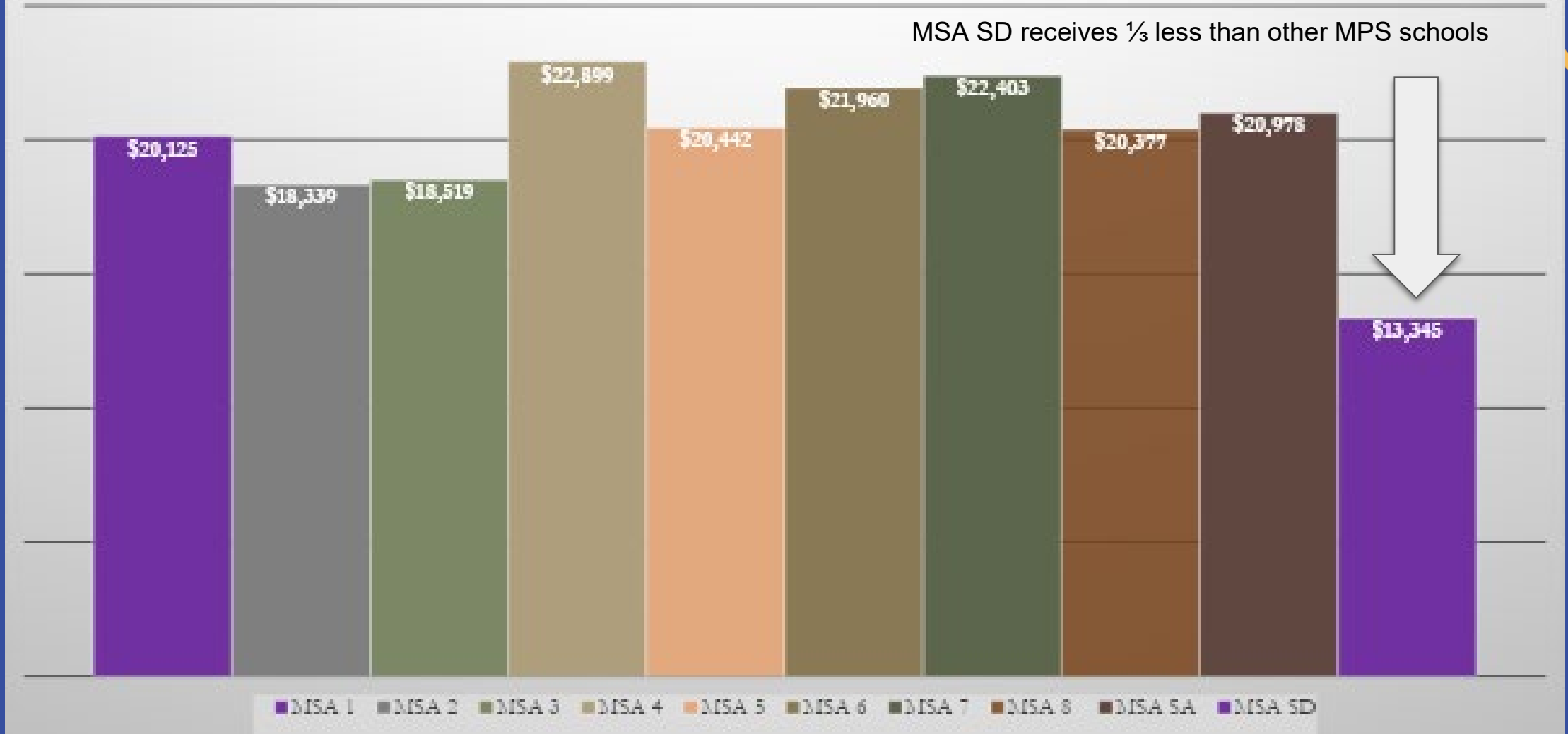


Source: MPS Accountability Data



## Average Per Pupil Funding by School - FY 22/23

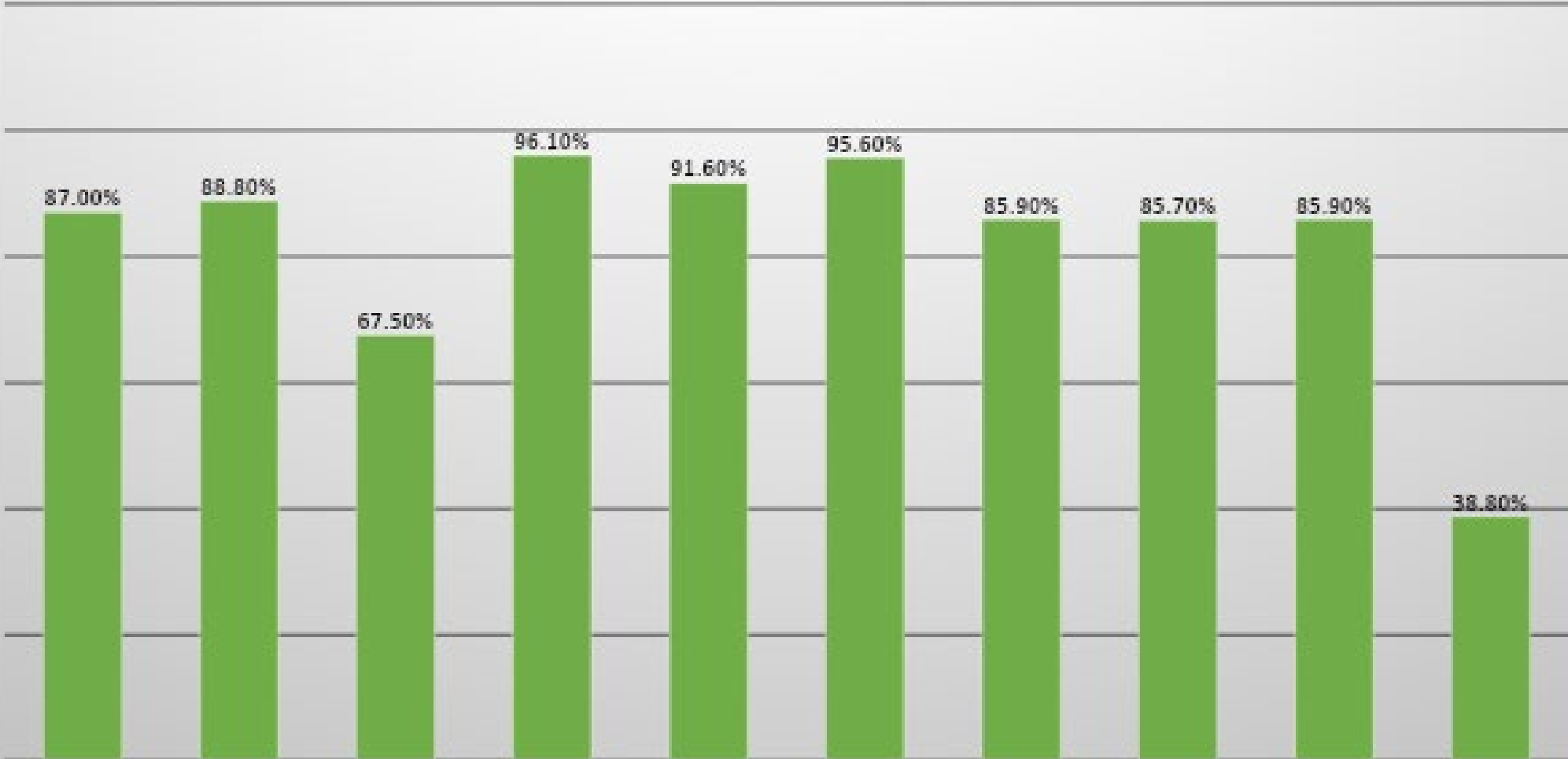
MSA SD receives 1/3 less than other MPS schools



Source: Second Interim Data 2022 -23

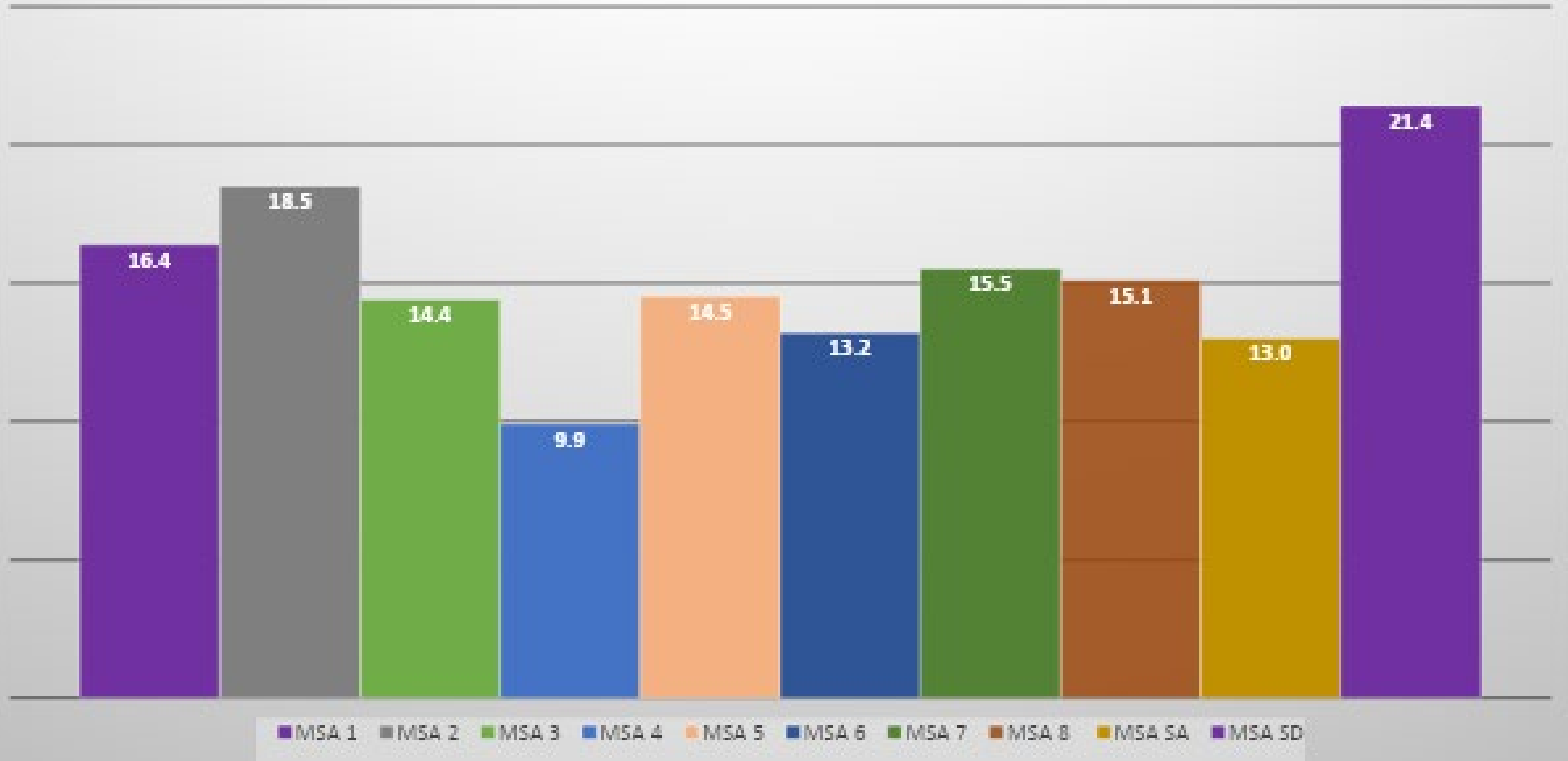
data

## Unduplicated Pupil Counts per site



Higher UPP Counts result in more funding for school

## Certificated to Student Ratio - by School - FY 22/23



MPS average is 15.5 students per certificated FTE

Source: Second Interim Data 2022 -23

## Classified to Student Ratio - by School - FY 22/23



MSA SD has the highest classified to student ratio among all sites

Source: Second Interim Data 2022 -23



Starting base salaries are up by 26.5% over a 5-year period!

# MPS Enhancements

Over the years, MPS worked on enhancing the pay raise scale and employee benefits to provide the most compatible compensation package.

- One time assignments (home visits, overnight trips, etc.)
- Floating holidays
- Extra life insurance
- Tuition Reimbursement
- MPS Covered Health Insurance for all employees and their dependents

# Compensation Summary - 2023-24

Planned increase in annual salary from current \$57k base to \$61k base for the following schools:

- MSA 1
- MSA 2
- MSA 5
- MSA 8

Planned increase in annual salary from current \$57k base to \$59k base for the following schools:

- MSA 3
- MSA 4
- MSA 6
- MSA 7
- MSA – Santa Ana
- MSA – San Diego

*\*Projected compensation increases vary due to individual schools' budget capacity based on FY 22/23 Second Interim Report data. In addition, MPS is also paying for 1 year worth of experience pay for teachers and other select staff*

*\*MPS will continue to add the one time assignments, annual assignments, and employee qualifications to the base.*

# Magnolia Science Academy 1 – Financial Overview

	2022-23	2023-24	% Change
<b>Enrollment</b>	<b>693</b>	<b>700</b>	<b>1%</b>
<b>Revenues</b>	<b>\$13,946,610</b>	<b>\$14,905,136</b>	
<b>Expenditures</b>	<b>\$13,367,203</b>	<b>\$14,421,150</b>	
<b>Net Deficit/Surplus</b>	<b>\$579,408</b>	<b>\$483,986</b>	
<b>Ending Fund Balance</b>	<b>\$10,107,884</b>	<b>\$10,591,870</b>	

2022-23 LCFF COLA at 6.56%  
 2023-24 LCFF COLA projected increase 8.13%

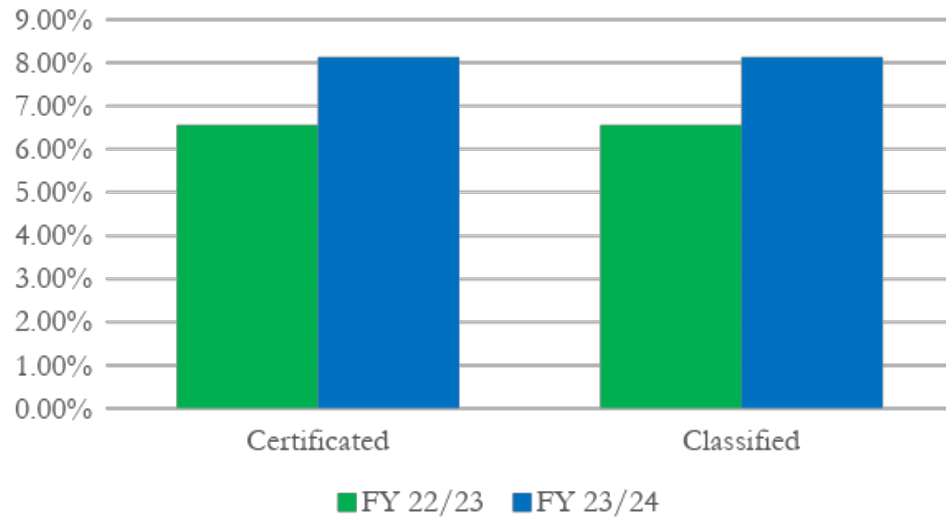
MSA 1 has steadily increased enrollment over a three year period from 2019-20



# Magnolia Science Academy 1

## Annual Salary Projection 2023-24

### Annual Salary Percentage



### Number of positions:

- 51 Certificated FTEs (includes teachers, support staff and administration)
- 30 Classified FTEs (includes instructional, clerical and support staff)

*Projected increase to \$61k base pay for upcoming 2023-24 school year based on affordability*

# Magnolia Science Academy 1

## Planning Considerations 2023-24

Category	2023-24
Personnel Costs	<ul style="list-style-type: none"> <li>• Projected salary increase from \$57k base to \$61k for all certificated staff</li> <li>• Projected salary increase of 8 percent increase for all classified staff</li> <li>• Arts &amp; Music Program Coordinator (addition)</li> </ul>
Other Expenditures	<ul style="list-style-type: none"> <li>• Tech purchases (Chromebooks), Jam Building, Other facilities expenses</li> </ul>

*Facilities planning will be a focus for the upcoming school year*

Source: Adaptive Insights data (includes FT, PT & vacant positions)

# Magnolia Science Academy 2 – Financial Overview

	2022-23	2023-24	% Change
<b>Enrollment</b>	<b>507</b>	<b>530</b>	<b>5%</b>
<b>Revenues</b>	<b>\$9,297,849</b>	<b>\$9,572,353</b>	
<b>Expenditures</b>	<b>\$8,472,493</b>	<b>\$9,016,584</b>	
<b>Net Deficit/Surplus</b>	<b>\$825,355</b>	<b>\$555,768</b>	
<b>Ending Fund Balance</b>	<b>\$4,630,397</b>	<b>\$5,186,165</b>	

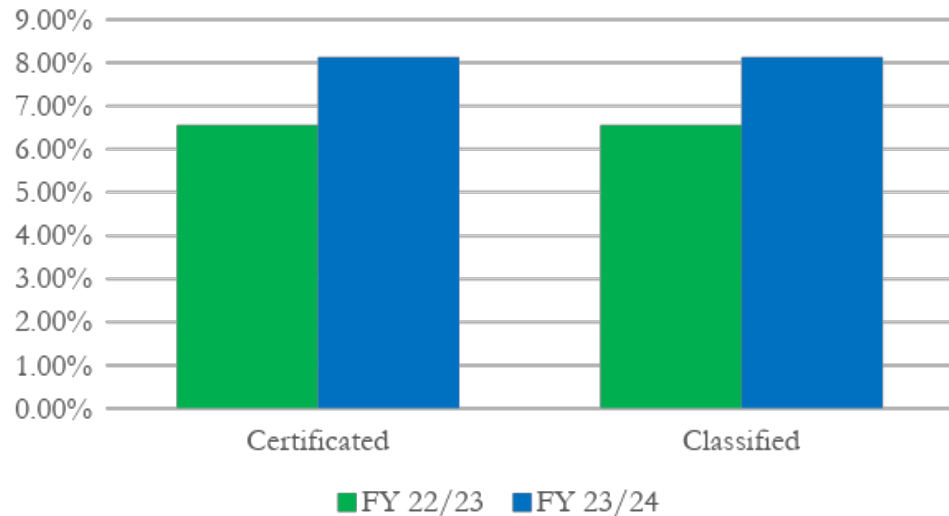
2022-23 LCFF COLA at 6.56%  
2023-24 LCFF COLA projected increase 8.13%

MSA 2's ending fund balance is projected to decrease by approximately \$3 million due to costs for Van Owen project, therefore cash flow will need to be monitored closely into 2023-24

# Magnolia Science Academy 2

## Annual Salary Projection 2023-24

### Annual Salary Percentage



### Number of positions:

- 33 Certificated FTEs (includes teachers, support staff and administration)
- 16 Classified FTEs (includes instructional, clerical and support staff)

*Projected increase to \$61k base pay for upcoming 2023-24 school year based on affordability*

# Magnolia Science Academy 2

## Planning Considerations 2023-24

Category	2023-24
Personnel Costs	<ul style="list-style-type: none"> <li>• Projected salary increase from \$57k base to \$61k for all certificated staff</li> <li>• Projected salary increase of 8 percent increase for all classified staff</li> </ul>
Other Expenditures	<ul style="list-style-type: none"> <li>• Focus on maintaining cash flow for facilities (Van Owen)</li> </ul>

*Facilities planning will be a focus for the upcoming school year*

Source: Adaptive Insights data (includes FT, PT & vacant positions)

## Magnolia Science Academy 3 – Financial Overview

	2022-23	2023-24	% Change
<b>Enrollment</b>	<b>375</b>	<b>400</b>	<b>7%</b>
<b>Revenues</b>	<b>\$6,944,808</b>	<b>\$6,375,284</b>	
<b>Expenditures</b>	<b>\$7,360,954</b>	<b>\$6,341,225</b>	
<b>Net Deficit/Surplus</b>	<b>\$(416,146)</b>	<b>\$34,059</b>	
<b>Ending Fund Balance</b>	<b>\$2,230,448</b>	<b>\$2,264,507</b>	

2022-23 LCFF COLA at 6.56%

2023-24 LCFF COLA projected increase 8.13%

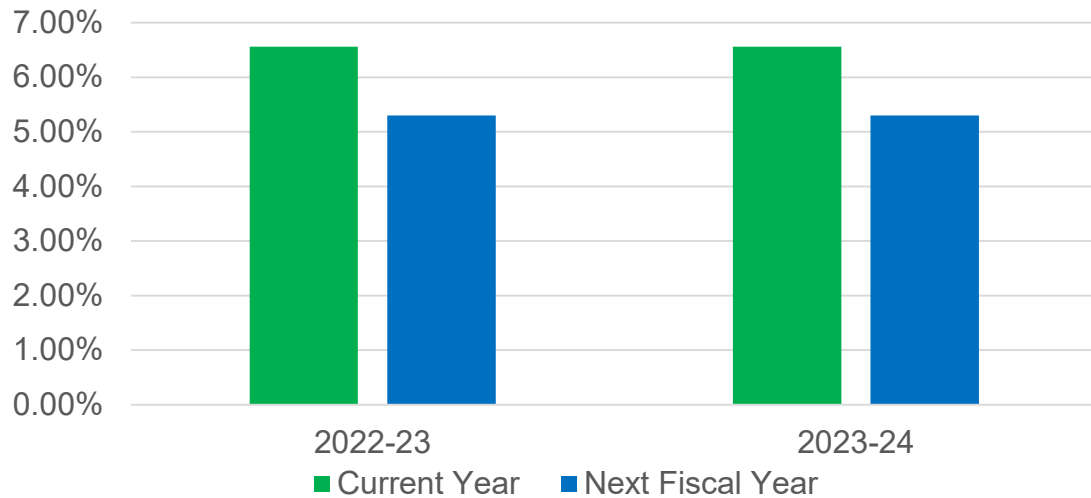
Current year deficit will be addressed with Hold Harmless Funding

23

# Magnolia Science Academy 3

## Annual Salary Projection 2023-24

### Annual Salary Percentage



### Number of positions:

- 28 Certificated FTEs (includes teachers, support staff and administration)
- 13 Classified FTEs (includes instructional, clerical and support staff)

*Projected base pay to increase to \$59k for upcoming 2023-24 school year*

# Magnolia Science Academy 3

## Planning Considerations 2023-24

Category	2023-24
<b>Personnel Costs</b>	<ul style="list-style-type: none"> <li>• Projected salary increase from \$57k base to \$59k for all certificated staff</li> <li>• Projected salary increase of 6 percent increase for all classified staff</li> </ul>
<b>Other Expenditures</b>	<ul style="list-style-type: none"> <li>• Fiscal Stabilization Plan has been developed to address the operating deficit (includes personnel, books, supplies, services and other operating expenses)</li> </ul>

*Focus on aligning budget with enrollment projections*

Source: Adaptive Insights data (includes FT, PT & vacant positions)



# Magnolia Science Academy 4 – Financial Overview

	2022-23	2023-24	% Change
<b>Enrollment</b>	<b>105</b>	<b>120</b>	<b>14%</b>
<b>Revenues</b>	<b>\$2,404,353</b>	<b>\$2,380,966</b>	
<b>Expenditures</b>	<b>\$2,513,228</b>	<b>\$2,344,019</b>	
<b>Net Deficit/Surplus</b>	<b>\$(108,875)</b>	<b>\$36,947</b>	
<b>Ending Fund Balance</b>	<b>\$1,240,142</b>	<b>\$1,277,089</b>	

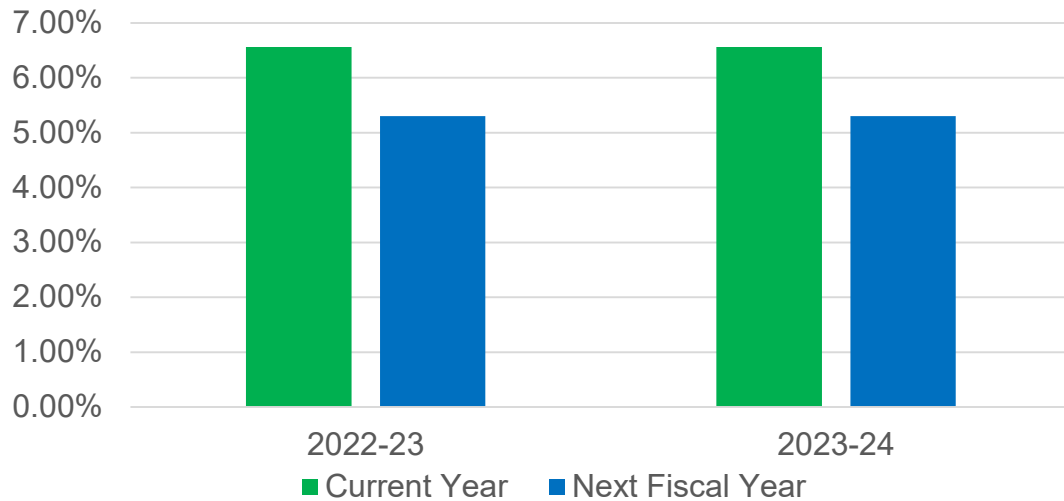
2022-23 LCFF COLA at 6.56%  
 2023-24 LCFF COLA projected increase 8.13%

Current year deficit will be addressed with Hold Harmless funding.

# Magnolia Science Academy 4

## Annual Salary Projection 2023-24

### Annual Salary Percentage



### Number of positions:

- 13 Certificated FTEs (includes teachers, support staff and administration)
- 3 Classified FTEs (includes instructional, clerical and support staff)

*Projected base pay to increase to \$59k for upcoming 2023-24 school year*

# Magnolia Science Academy 4

## Planning Considerations 2023-24

Category	2023-24
Personnel Costs	<ul style="list-style-type: none"> <li>• Projected salary increase from \$57k base to \$59k for all certificated staff</li> <li>• Projected salary increase of 6 percent increase for all classified staff</li> </ul>
Other Considerations	<ul style="list-style-type: none"> <li>• Fiscal Stabilization Plan has been developed to address the operating deficit (includes personnel, books, supplies, services and other operating expenses)</li> </ul>

*Focus on enrollment and sustainability*

Source: Adaptive Insights data (includes FT, PT & vacant positions)

# Magnolia Science Academy 5 – Financial Overview

	2022-23	2023-24	% Change
<b>Enrollment</b>	<b>234</b>	<b>239</b>	<b>2%</b>
<b>Revenues</b>	<b>\$4,783,338</b>	<b>\$5,039,676</b>	
<b>Expenditures</b>	<b>\$4,502,873</b>	<b>\$4,542,088</b>	
<b>Net Deficit/Surplus</b>	<b>\$280,464</b>	<b>\$497,588</b>	
<b>Ending Fund Balance</b>	<b>\$3,975,066</b>	<b>\$4,472,564</b>	

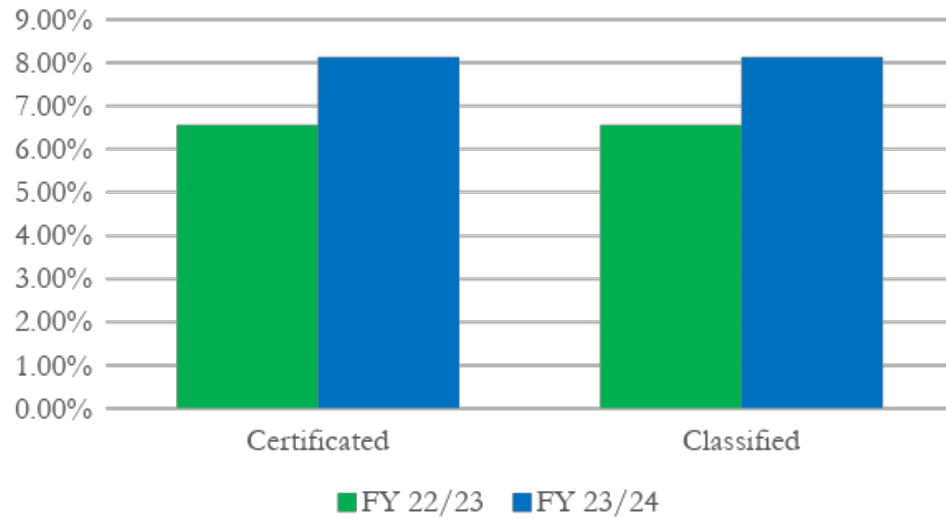
2022-23 LCFF COLA at 6.56%  
 2023-24 LCFF COLA projected increase 8.13%

Enrollment trend has been steady over a three year period with no significant changes

# Magnolia Science Academy 5

## Annual Salary Projection 2023-24

### Annual Salary Percentage



### Number of positions:

- 19 Certificated FTEs (includes teachers, support staff and administration)
- 11 Classified FTEs (includes instructional, clerical and support staff)

*Projected increase to \$61k base pay for upcoming 2023-24 school year based on affordability*

# Magnolia Science Academy 5

## Planning Considerations 2023-24

Category	2023-24
Personnel Costs	<ul style="list-style-type: none"> <li>• Projected salary increase from \$57k base to \$61k for all certificated staff</li> <li>• Projected salary increase of 8 percent increase for all classified staff</li> <li>• CCSPPCoordinator (maintain existing position)</li> </ul>
Other Considerations	<ul style="list-style-type: none"> <li>• Focus on maintaining enrollment and cash flow for facilities (Winnetka)</li> </ul>

*Facilities and enrollment will be a focus for the upcoming school year*

Source: Adaptive Insights data (includes FT, PT & vacant positions)

# Magnolia Science Academy 6 – Financial Overview

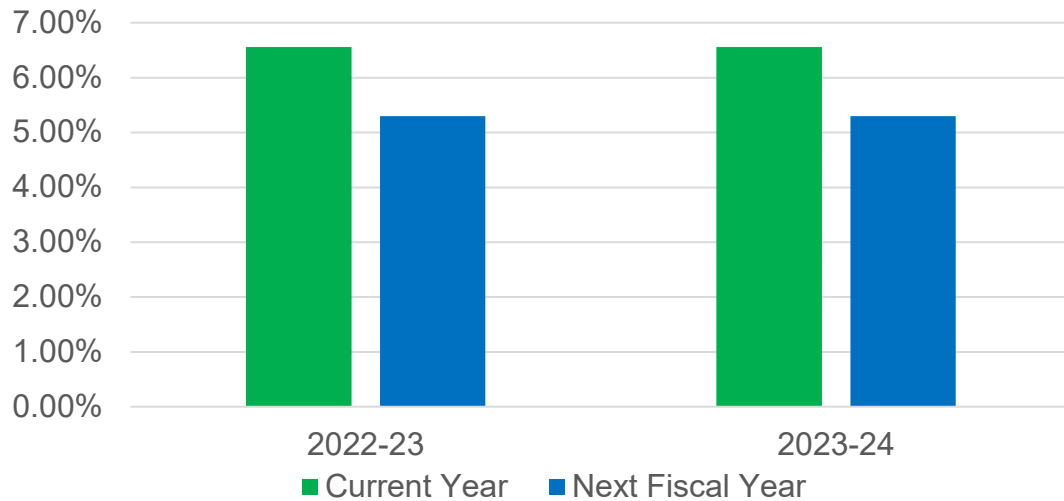
	2022-23	2023-24	% Change
<b>Enrollment</b>	<b>91</b>	<b>110</b>	<b>21%</b>
<b>Revenues</b>	<b>\$1,998,328</b>	<b>\$1,891,227</b>	
<b>Expenditures</b>	<b>\$2,376,910</b>	<b>\$1,888,299</b>	
<b>Net Deficit/Surplus</b>	<b>\$(378,582)</b>	<b>\$2,928</b>	
<b>Ending Fund Balance</b>	<b>\$2,061,539</b>	<b>\$2,064,467</b>	
2022-23 LCFF COLA at 6.56% 2023-24 LCFF COLA projected increase 8.13%			

Current year deficit will be addressed with Hold Harmless funding.

# Magnolia Science Academy 6

## Annual Salary Projection 2023-24

### Annual Salary Percentage



### Number of positions:

- 8 Certificated FTEs (includes teachers, support staff and administration)
- 2 Classified FTEs (includes instructional, clerical and support staff)

*Projected base pay to increase to \$59k for upcoming 2023-24 school year*



# Magnolia Science Academy 6

## Planning Considerations 2023-24

Category	2023-24
Personnel Costs	<ul style="list-style-type: none"> <li>• Projected salary increase from \$57k base to \$59k for all certificated staff</li> <li>• Projected salary increase of 6 percent for all classified staff</li> </ul>
Other Expenditures	<ul style="list-style-type: none"> <li>• Fiscal Stabilization Plan has been developed to address the operating deficit (includes personnel, books, supplies, services and other operating expenses)</li> </ul>

*Focus on enrollment and sustainability*

Source: Adaptive Insights data (includes FT, PT & vacant positions)

# Magnolia Science Academy 7 – Financial Overview

	2022-23	2023-24	% Change
<b>Enrollment</b>	<b>264</b>	<b>287</b>	<b>9%</b>
<b>Revenues</b>	<b>\$5,861,674</b>	<b>\$5,600,437</b>	
<b>Expenditures</b>	<b>\$5,482,206</b>	<b>\$5,587,655</b>	
<b>Net Deficit/Surplus</b>	<b>\$379,468</b>	<b>\$12,782</b>	
<b>Ending Fund Balance</b>	<b>\$2,994,116</b>	<b>\$3,006,898</b>	

2022-23 LCFF COLA at 6.56%

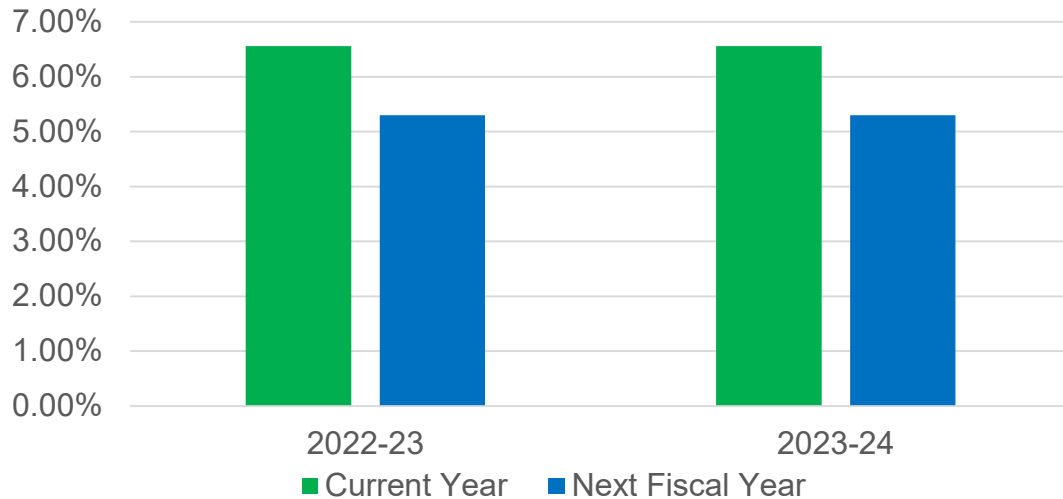
2023-24 LCFF COLA projected increase 8.13%

MSA 7 is projecting a balanced budget for the upcoming year

# Magnolia Science Academy 7

## Annual Salary Projection 2023-24

### Annual Salary Percentage



### Number of positions:

- 19 Certificated FTEs (includes teachers, support staff and administration)
- 13 Classified FTEs (includes instructional, clerical and support staff)

*Projected base pay to increase to \$59k for upcoming 2023-24 school year*

# Magnolia Science Academy 7

## Planning Considerations 2023-24

Category	2023-24
Personnel Costs	<ul style="list-style-type: none"> <li>• Projected salary increase from \$57k base to \$59k for all certificated staff</li> <li>• Projected salary increase of 6 percent for all classified staff</li> </ul>
Other Considerations	<ul style="list-style-type: none"> <li>• Fiscal Stabilization Plan has been developed to address the operating deficit (includes books, supplies, services and other operating expenses)</li> </ul>

*Focus on enrollment and Universal T/K*

Source: Adaptive Insights data (includes FT, PT & vacant positions)

# Magnolia Science Academy Bell – Financial Overview

	2022-23	2023-24	% Change
<b>Enrollment</b>	<b>385</b>	<b>394</b>	<b>2%</b>
<b>Revenues</b>	<b>\$7,845,011</b>	<b>\$6,666,387</b>	
<b>Expenditures</b>	<b>\$7,275,300</b>	<b>\$6,625,230</b>	
<b>Net Deficit/Surplus</b>	<b>\$569,711</b>	<b>\$160,017</b>	
<b>Ending Fund Balance</b>	<b>\$7,002,554</b>	<b>\$7,162,571</b>	

2022-23 LCFF COLA at 6.56%

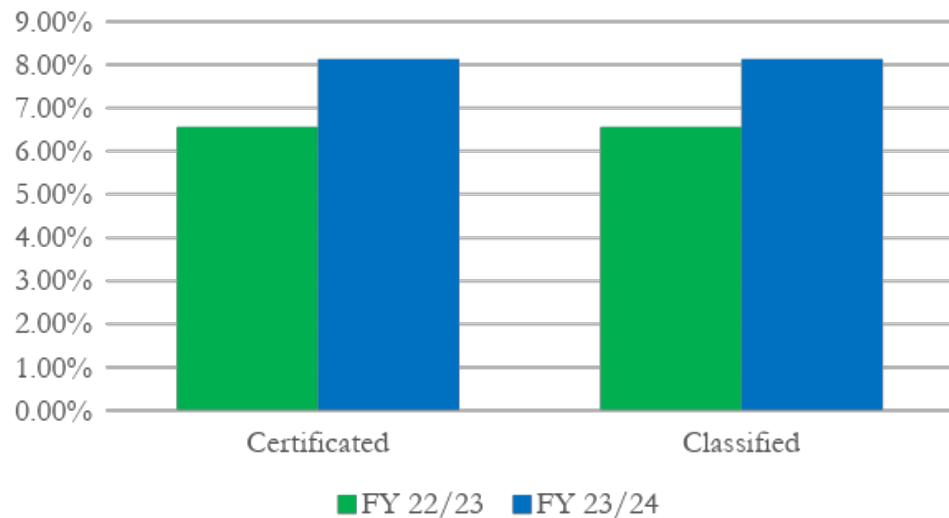
2023-24 LCFF COLA projected increase 8.13%

Current year deficit will be addressed with Hold Harmless funding.

# Magnolia Science Academy Bell

## Annual Salary Projection 2023-24

### Annual Salary Percentage



### Number of positions:

- 27 Certificated FTEs (includes teachers, support staff and administration)
- 13 Classified FTEs (includes instructional, clerical and support staff)

*Projected increase to \$61k base pay for upcoming 2023-24 school year based on affordability*

# Magnolia Science Academy Bell

## Planning Considerations 2023-24

Category	2023-24
Personnel Costs	<ul style="list-style-type: none"> <li>• Projected salary increase from \$57k base to \$61k for all certificated staff</li> <li>• Projected salary increase of 8 percent for all classified staff</li> </ul>
Other Considerations	<ul style="list-style-type: none"> <li>• Fiscal Stabilization Plan has been developed to address the operating deficit (includes personnel, books, supplies, services and other operating expenses)</li> </ul>

*Focus on aligning budget with enrollment projections*

Source: Adaptive Insights data (includes FT, PT & vacant positions)

# Magnolia Science Academy Santa Ana – Financial Overview

	2022-23	2023-24	% Change
<b>Enrollment</b>	496	521	5%
<b>Revenues</b>	\$10,405,076	\$9,338,448	
<b>Expenditures</b>	\$10,675,766	\$9,261,690	
<b>Net Deficit/Surplus</b>	<b>\$(270,690)</b>	\$76,758	
<b>Ending Fund Balance</b>	\$9,242,860	\$9,319,618	

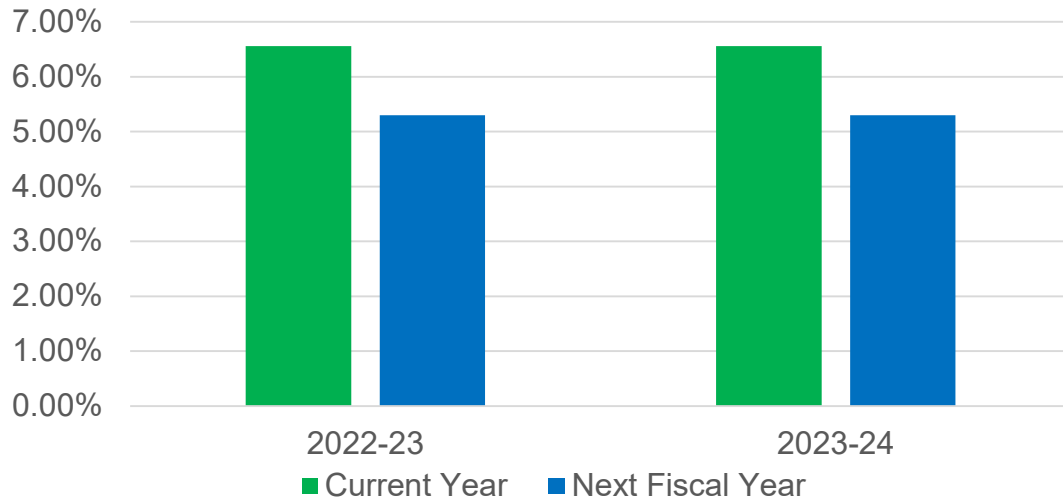
2022-23 LCFF COLA at 6.56%  
 2023-24 LCFF COLA projected increase 8.13%

Current year deficit will be addressed with Hold Harmless funding.



# Magnolia Science Academy Santa Ana Annual Salary Projection 2023-24

## Annual Salary Percentage



## Number of positions:

- 37 Certificated FTEs (includes teachers, support staff and administration)
- 20 Classified FTEs (includes instructional, clerical and support staff)

*Projected base pay to increase to \$59k for upcoming 2023-24 school year*

# Magnolia Science Academy Santa Ana

## Planning Considerations 2023-24

Category	2023-24
Personnel Costs	<ul style="list-style-type: none"> <li>• Projected salary increase from \$57k base to \$59k for all certificated staff</li> <li>• Projected salary increase of 6 percent increase for all classified staff</li> </ul>
Other Considerations	<ul style="list-style-type: none"> <li>• Fiscal Stabilization Plan has been developed to address the operating deficit (includes personnel, books, supplies, services and other operating expenses)</li> </ul>

*Focus on aligning budget with enrollment projections*

Source: Adaptive Insights data (includes FT, PT & vacant positions)

# Magnolia Science Academy San Diego – Financial Overview

	2022-23	2023-24	% Change
<b>Enrollment</b>	<b>419</b>	<b>430</b>	<b>3%</b>
<b>Revenues</b>	<b>\$5,519,524</b>	<b>\$5,426,419</b>	
<b>Expenditures</b>	<b>\$5,834,349</b>	<b>\$5,409,886</b>	
<b>Net Deficit/Surplus</b>	<b>\$(242,826)</b>	<b>\$16,633</b>	
<b>Ending Fund Balance</b>	<b>\$1,126,287</b>	<b>\$1,142,920</b>	

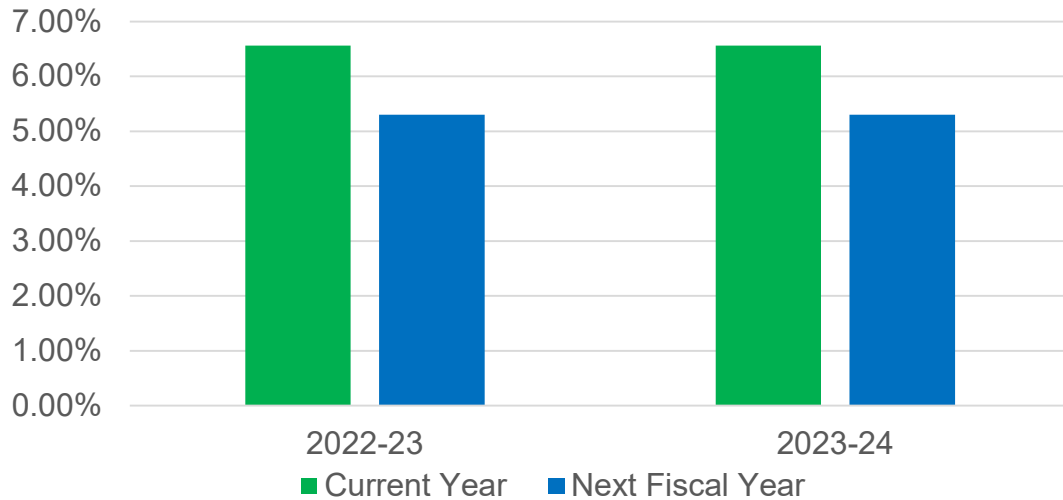
2022-23 LCFF COLA at 6.56%  
 2023-24 LCFF COLA projected increase 8.13%

*MSA San Diego receives approximately 1/3 less in per pupil funding than other MPS Schools*

# Magnolia Science Academy San Diego

## Annual Salary Projection 2023-24

### Annual Salary Percentage



### Number of positions:

- 22 Certificated FTEs (includes teachers, support staff and administration)
- 8 Classified FTEs (includes instructional, clerical and support staff)

*Projected base pay to increase to \$59k for upcoming 2023-24 school year*

# Magnolia Science Academy San Diego

## Planning Considerations 2023-24

Category	2023-24
Personnel Costs	<ul style="list-style-type: none"> <li>• Projected salary increase from \$57k base to \$59k for all certificated staff</li> <li>• Projected salary increase of 6 percent increase for all classified staff</li> </ul>
Other Considerations	<ul style="list-style-type: none"> <li>• Fiscal Stabilization Plan has been developed to address the operating deficit (includes personnel, books, supplies, services and other operating expenses)</li> </ul>

### *Focus on enrollment projections*

Source: Adaptive Insights data (includes FT, PT & vacant positions)

## Magnolia Educational and Research Foundation – Financial Overview

	2022-23	2023-24	% Change
<b>Revenues</b>	<b>\$6,633,935</b>	<b>\$6,633,935</b>	<b>n/c</b>
<b>Expenditures</b>	<b>\$6,652,514</b>	<b>\$6,623,885</b>	
<b>Net Deficit/Surplus</b>	<b>(\$18,579)</b>	<b>\$10,050</b>	
<b>Ending Fund Balance</b>	<b>\$2,372,284</b>	<b>\$2,382,334</b>	

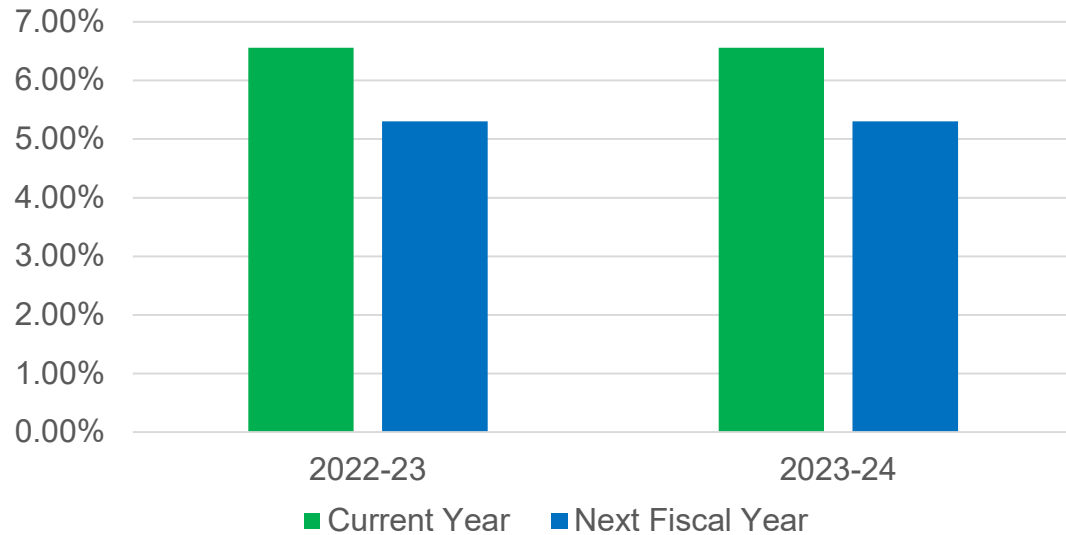
2022-23 LCFF COLA at 6.56%  
 2023-24 LCFF COLA projected increase 8.13%

MERF will identify potential revenue enhancement and expenditure reductions to mitigate any projected deficit spending for the 2023-24 fiscal year

# Magnolia Education & Research Foundation

## Annual Salary Projection 2023-24

### Annual Salary Percentage



### Number of positions:

- 32 FTEs (includes all home office staff)
- Increase salaries by approximately 6 percent based on affordability and implementation of Fiscal Stabilization Plan

*Projected increase of 6 percent for the 2023-24 fiscal year*

# Magnolia Educational & Research Foundation

## Planning Considerations 2023-24

Category	2023-24
Personnel Costs	<ul style="list-style-type: none"> <li>Maintain existing staffing levels to continue to support all school sites throughout MPS-wide</li> </ul>
Other Considerations	<ul style="list-style-type: none"> <li>Fiscal Stabilization Plan includes identifying the appropriate revenue enhancements and expenditure reductions to avoid any the deficit spending and maintain a balanced budget for the next fiscal year.</li> <li>Some items that are being evaluated include banking, insurance, employee benefit costs and other ancillary services</li> </ul>



# Magnolia Education & Research Foundation

## Annual Salary Projection 2023-24

### Fiscal Stabilization Plans

<u>MSA 3</u>	<u>MSA 4</u>	<u>MSA 6</u>	<u>MSA 7</u>	<u>MSA Bell</u>	<u>MSA Santa Ana</u>	<u>MSA San Diego</u>	<u>Total</u>
\$1,278,152	\$135,000	\$ 513,263	\$249,461	\$ 467,276	\$1,343,241	\$ 590,325	\$4,576,718

The Finance Department in collaboration with school site leadership has identified potential expenditure reductions to personnel, books, supplies and services for the 2023-24 fiscal year to address projected deficit spending.

# Addressing the Board

## \*Finance Committee

- March 9th at 6:00pm  
(Feedback from the Committee)

## \*Regular Board Meeting @ MSA 1

- March 9th at 7:00pm

\*Meetings will take place at Magnolia Science Academy 1 located at 18238 Sherman Way, Reseda, CA 91335

# Coversheet

## Approval of Houghton Mifflin Harcourt (HMH) as New Math Curriculum Provider

**Section:** IV. Action Items  
**Item:** D. Approval of Houghton Mifflin Harcourt (HMH) as New Math Curriculum Provider  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** IV D\_HMH as New Math Curriculum Provider.pdf



Agenda Item:	IV D: Action Item
Date:	March 9, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	MPS Academic Committee
Staff Lead(s):	Traci Lewin, Director of Math Programs
RE:	Approval of Houghton Mifflin Harcourt (HMH) as New Math Curriculum Provider

**Action Proposed:**

I move that the Board approve Houghton Mifflin Harcourt (HMH) as new math curriculum provider.

**Purpose:**

To adopt new mathematics curriculum to better support instruction of common core math standards.

**Background:**

The math materials that are currently being used were adopted in 2014 with the implementation of common core state standards. The materials were adopted for an eight-year cycle, thus the current math materials will expire at the end of the 2022/2023 school year. Curriculum review and reflection sessions were held with elementary and math teachers and school site leaders to determine if our current materials met the needs of the organization. It was determined that it would be best to embark on a curriculum adoption process instead of continuing with the current materials, as they did not meet the alignment to common core state standards. In addition, a vote was conducted regarding the high school mathematics pathway. Majority of teachers (76%) and school leaders (58.3%) voted to return to the traditional mathematics pathway as it would better serve our students.

**Analysis:**

To support the process of adopting new mathematics materials, we applied for and were selected to receive support from the CalCurriculum Mathematics Materials Adoption Cohort for both the 2019/2020 and 2020/2021 school years. The cohort allowed us to participate in professional development to design a curriculum adoption process to meet the needs of our organization. It was extremely beneficial to participate in the cohort as it allowed us to have a clear process and timeline for this math curriculum adoption.

Being that this is an off-cycle materials adoption, [California Ed Code 60201](#), that allows for off-cycle adoption of materials, was followed closely. As part of the Ed Code, we ensured standards-aligned materials were selected and that the majority of the curriculum adoption committee is composed of subject or grade-level teachers. During the summer of 2022, we held an intensive materials study. A teacher representative from each school site, and each grade band (TK-2, 3-5, 6-8, HS) attended to hear



from publishers and review materials. The committee, made up of only teacher representative and one English Learner expert, then narrowed down the selections to two curricula to move forward for final consideration.

During the first semester of the 2022/2023 school year, the elementary and math teachers across the organization participated in lesson studies, material reviews, publisher presentations, and discussions regarding the two curricula being considered. In December of 2022 math teachers voted for their choice of materials and in January 2023 elementary teachers voted for their selection. When all votes were tallied, Houghton Mifflin Harcourt (MHM) Into Math/ Into AGA was the choice for math curriculum with 66.7% of the vote.

### **Budget Implications:**

The estimated cost of a five-year adoption of HMH Into Math/Into AGA would be \_\_\_ for the entire organization. Both print and digital math materials for TK/K through high school Algebra II for all five years are included in the quote, as is professional learning, teacher materials, and hands-on learning materials. Consumable workbooks for each student would be replaced each year for the duration of the five year adoption.

The Academic Committee discussed and reviewed this item at the meeting on February 16, 2023 and recommended their approval to the full Board. The Committee asked questions to the staff as follow:

### **Committee Recommendation/Discussion:**

The Academic Committee discussed and reviewed this item at the meeting on February 16, 2023 and recommended their approval to the full Board. The Committee addressed certain questions which staff shared the following responses:

**1. Can the hardcover books be used with the next class or is it going to be shared with one grade to another grade?**

- High School: The hardcover books for the high school students will be used year after year. There is a consumable journal notebook that will be replenished each year.
- Middle and Elementary School: The books for our elementary school and middle school students are consumables that students will be allowed to write in. These will be replenished each year.

**2. If this program isn't working for our students' mid-way through, is there a fee that we would have to pay to get out of the contract or penalty?**

- There would not be a penalty to get out of the contract. We are paying for the materials upfront and the contract has been discounted to reflect the cost of a five-year adoption of the materials. If we determine mid-way through the adoption that these materials are not working for our students, we would negotiate with the publisher to refund the unused portion of materials.



**3. Did we have some of our teachers look at the program? Did some teachers try it out and like it?**

- All of our elementary teachers and secondary math teachers had the opportunity to review the materials and use them with their students during the first semester of the second year. Overwhelmingly, our teacher like HMH Into Math/Into A/G/A materials over the other option being considered, with 66.7% of the teachers voting for HMH materials.

**4. Was the students' feedback about the materials good as well? Did they (students) find anything wrong with it?**

- The elementary and secondary math teachers were the ones that received the feedback from their students regarding the materials. It was reported that the students liked interacting with the HMH materials and found them more engaging when compared to the other option being considered. Students' feedback was focused on the positives from the materials versus what might be wrong with it.

**Exhibits:**

- MPS Materials Adoption Process.....Pg. 4
- Curriculum Adoption Intensive Materials Investigation Outline.....Pg. 6
- Quote from HMH.....Pg. 16
- All Schools Quotes from HMH.....Pg. 32
- Presentation.....Pg. 103



## Magnolia Public Schools Mathematics Materials Adoption Process

### History

Magnolia Public Schools last adopted mathematics materials during the 2014/2015 school year with the release of the California Common Core State Standards. At that time, McGraw Hill My Math (elementary), Glencoe Math Courses 1-3 (middle school), and McGraw Hill Integrated Mathematics I-IV (high school) were selected by the MPS curriculum adoption committee for organization-wide adoption. The materials were adopted for an eight-year cycle, thus the current math materials will expire at the end of the 2022/2023 school year.

Since the previous mathematics materials adoption, there have been new mathematics curricula, materials, resources, and guidance released to support students in learning mathematics in alignment with California Common Core State Standards, as well as the Standards for Mathematical Practices. With that in mind, as the expiration date of our current materials approaches, it is time we engage in the curriculum adoption process to select updated mathematics curricula and materials to support all students in learning mathematics at a high level.

To support the process of adopting new mathematics materials, we applied for and were selected to receive support from the CalCurriculum Mathematics Materials Adoption Cohort for both the 2019/2020 and 2020/2021 school years. The cohort, which is a grant-funded partnership between EdReports and Pivot Learning, provides school districts and CMOs with support in creating a process to select high-quality, standards-aligned materials to support all students. The cohort allowed us to participate in professional development to design a curriculum adoption process that will meet the needs of our organization. The [final report](#) written by CalCurriculum shared the findings from the cohort and recommendations to district and charter management organizations regarding adopting materials off-cycle.

### Process

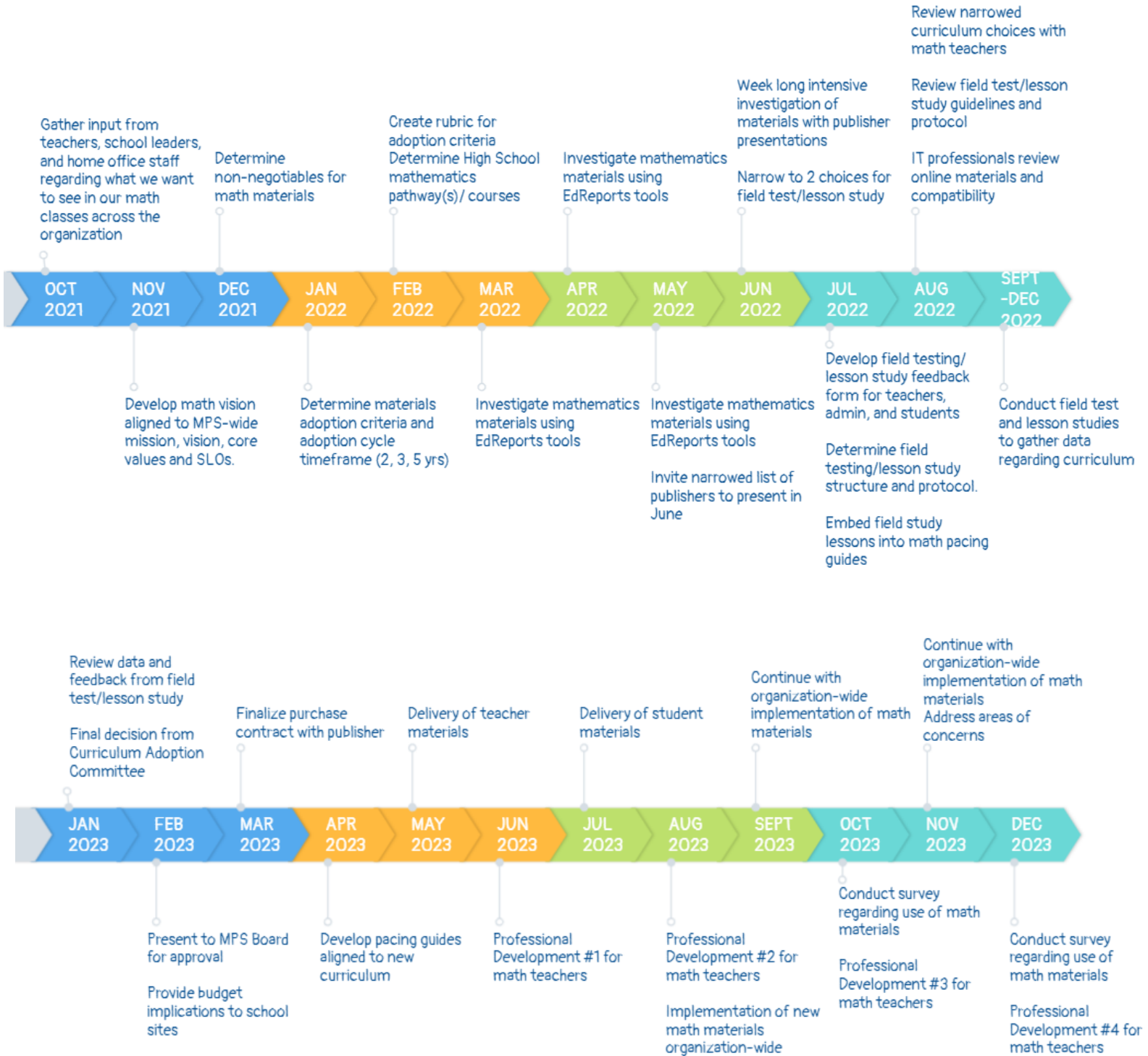
The Establishing the Process Document was one of the tools provided to the members of the CalCurriculum Cohort. It is an outline of the committee members, parameters, stakeholder mapping and engagement strategies and timeline for the project. This document is used to track progress and next steps.

[Establishing the Process Document](#)



## Magnolia Public Schools Mathematics Materials Adoption Process

### Timeline







## Magnolia Public Schools Mathematics Materials Adoption Process

### Stage I: Introduction of Project and Activation of Educational Partners

During this stage, communication with stakeholders regarding the upcoming expiration of the current curriculum and the need for updated mathematics materials was established. Professional development was provided to teachers and school leaders around the need for accelerated learning and the importance of covering grade level standards with the full intent of the California Common Core State Standards. Further professional development for math teachers was conducted around the shifts in mathematics instruction, focus coherence, and rigor. In order to promote full transparency, the project timeline was shared and discussed with specific tasks and items that are to be conducted monthly.

The first activity conducted was to establish a collective vision for mathematics education across Magnolia Public Schools and align it to the Student Learner Outcomes (SLOs) developed as part of the Portrait of a Graduate project. Math teachers, elementary teachers, Education Specialists, School Psychologists, Dean of Academics, Dean of Students, Principals, and Home Office staff gave input regarding what they would like to see in mathematics classrooms across the organization. During the December 2021 Math Department meeting, math teachers reviewed the feedback and aligned it to the SLOs. The steering committee reviewed all the feedback to determine non-negotiables that need to be included in future curriculum to ensure the vision for mathematics instruction and the SLOs are present in every mathematics classroom across Magnolia.

Another activity and decision that was made during this stage was determining high school mathematics pathways. During the implementation of California Common Core State Standards, schools and LEAs were given the choice to select the traditional high school mathematics pathway, Algebra I, Geometry, and Algebra II, or the integrated mathematics pathway, Integrated Mathematics I, II, III. MPS decided to select the integrated mathematics pathway. With the adoption of new curriculum this was a decision we needed to revisit. Pros and cons for each mathematics pathway were presented to the MPS high school math teachers and school leaders. They were then surveyed to determine which pathway they preferred.

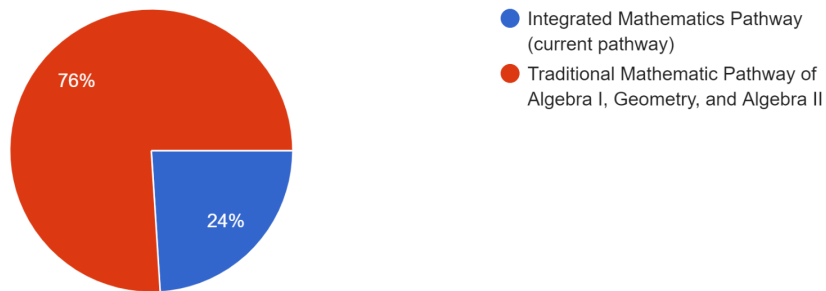
Math Teacher Survey Results:



### Magnolia Public Schools Mathematics Materials Adoption Process

Currently, we offer the Integrated Math Pathway with Integrated Math I, II, and III. The other option is to offer the traditional math pathway of Algebra...u feel we should offer at Magnolia Public Schools?

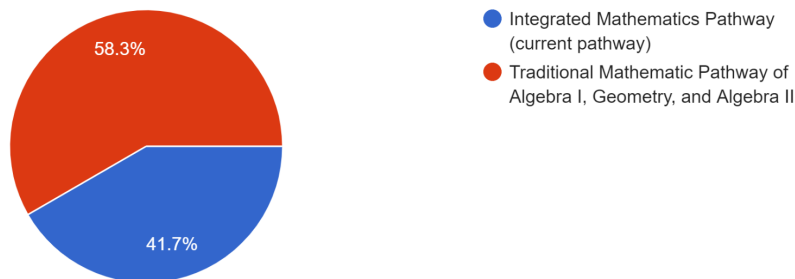
25 responses



#### School Leaders Survey Results:

Currently, we offer the Integrated Math Pathway with Integrated Math I, II, and III. The other option is to offer the traditional math pathway of Algebra...u feel we should offer at Magnolia Public Schools?

12 responses



With the majority of survey responses in favor of returning to the traditional mathematics pathway, it was determined that it would be best to find a curriculum to support the traditional mathematics pathway.

#### Stage 2: Research

After establishing a collective vision, aligning practices to the student learner outcomes, and determining non-negotiables for the organization, the next stage is to engage in research of current mathematics materials available. Before engaging in research, the mathematics pathways, especially at the high school level, were revisited, compared to the draft of the updated California Mathematics Framework, and



### Magnolia Public Schools Mathematics Materials Adoption Process

revised based on feedback. A [rubric](#) was developed based on the non-negotiables and mathematics materials criteria to ensure each set of materials was evaluated objectively.

Using the [rubric](#) and reports from EdReports.org, the steering committee engaged in months-long research of available mathematics materials for TK-12th grade. The committee identified the top rated standards-aligned materials for further review by the larger curriculum committee.

Math teachers were given the opportunity to apply to be a member of the math materials curriculum committee. A short application was created and math teachers were invited to complete the application if interested in being a committee member. In order to ensure equity among the schools, each grade band (TK-2, 3-5, 6-8, & HS) served by the school was allowed to have one representative. School Principals were then given the list of applicants and asked to approve or not approve them for the committee.

The committee members were welcomed to the committee and provided some general information to prepare for their role as a committee member. They were asked to review the [edreports.org website](#) to gain familiarity with the reports and resources available from the organization. In addition, the committee members were asked to review the draft of the [2022 revision to the California Mathematics Framework](#) in order to have an understanding of the changes that are being recommended.

Publishers of the top rated materials were invited to present to the curriculum committee during a [week-long intensive investigation](#) during the summer of 2022. The first day of the week was dedicated to professional development around the importance of high-quality and standards-aligned instructional materials and the rubrics used during the investigation process. Background information was provided for all the materials being presented. The next three days were spent interviewing publishers and learning more about the materials and how they could meet the needs of MPS scholars. Curriculum committee members rated each of the materials using the materials investigation rubric. The final day of the materials investigation included time for feedback and reflection. The committee then engaged in a consensus regarding the materials and which two should be field tested during the 1st semester of the 2022/2023 school year.

#### Stage 3: Field Test

After the intensive materials study, teachers participated in a materials review, lesson study and field test of lessons from the two curricula that were selected by the curriculum adoption committee.



### Magnolia Public Schools Mathematics Materials Adoption Process

Current units of study for unit 1 and 2 included 1-2 lessons from each of the curricula. Teachers for each grade level collaborated and determined which lesson(s) from each of the curricula they wanted to use with students. They planned the timeline for when to deliver the lessons as well as discussed how they would teach and introduce the lessons. The teachers had a rubric to rate the materials based on ease of use, time needed for planning, timing of lesson, and student reception of lesson materials. Students were given a short feedback form to complete to share their thoughts about the lesson and materials as compared to the current materials being used in the classroom.

During the November 2022 Math Department PLC, the publishers being reviewed were invited to present to all teachers (elementary and secondary math teachers). The publishers presented an overview of their materials and answered questions posed by the teachers. This allowed teachers to interact directly with the publisher representatives and provide an opportunity for the publishers to present on how their materials would best support our students.

During the December 2022 Math Department PLC, the math teachers were given time to discuss the curricula before casting their vote. Elementary teachers were given the opportunity to continue reviewing the materials until January 2023, at which time they were asked to cast their votes.

#### Stage 4: Voting, Board Approval, and Adoption

During the lesson studies, pulse checks were completed to get an idea for which curricula teachers and students were leaning towards. The final vote took place in December 2022 for secondary teachers and in January 2023 for elementary teachers.

#### Voting results

Voting was conducted via Google Forms and sent out via email to elementary and math teachers. Teachers were given 7 days to cast their votes and provide feedback regarding which of the curricula they would like for Magnolia Public Schools to adopt. There were a total of 33 votes received and representation from each school site.

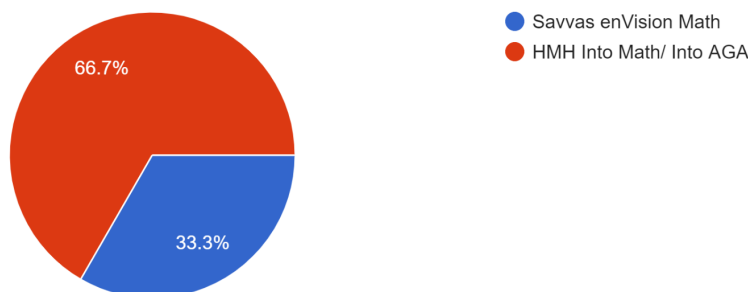
Overall voting results:



## Magnolia Public Schools Mathematics Materials Adoption Process

Which of the materials would you like to propose MPS adopts for its math curriculum?

33 responses



In addition to voting for one of the curricula, teachers were asked to identify why they chose the materials they ultimately selected. Here are some of the responses from the teachers regarding their choice of HMH Into Math:

- “The material and the content of the HMH is well-designed and organized. It also allows for differentiating instruction.” -Math Teacher at MSA-3
- “The ease of the book, awesome examples, and ideas it provides to help get conversations/teaching with students.” -Math Teacher at MSA-Bell
- “HMH emphasizes the importance of establishing conceptual understanding and reinforces that understanding with procedural practice.” -Math Teacher at MSA-2
- “Into Math has more opportunities for mathematical discourse; Into Math felt more accessible to students (ex: English learners, families, etc); options for warm-ups; language objectives. The mathematics components are interwoven with SEL and language supports AND having a variety of high-quality resources readily available so I don't need to spend my own money on TPT or even use extra time to make my own resources” -Math Teacher at MSA-5
- “This had more problem solving and hands-on activities. There are also CGI strategies in this program.” -Elementary Teacher at MSA-SA
- “More user friendly and more online resources for students.” - Math Teacher at MSA-SD
- “I love the interaction it allows and real time teacher assessment.” - Math Teacher at MSA-4

The above quotes are just a snapshot of the feedback provided by teachers, yet they provide a comprehensive picture as to why 66.7% of the votes were to move forward with HMH Into Math.



## Magnolia Public Schools Mathematics Materials Adoption Process

### Stage 5: Implementation

The new curriculum will be adopted for an initial five (5) year term. This will allow for the proper training and implementation of the curriculum with fidelity.

### Curriculum Package

HMH offers a plethora of materials and resources. The curriculum package we are proposing for adoption would include both physical and digital materials for both students and teachers. In order to ensure students have the opportunity to participate in hands-on activities and make sense of mathematical concepts, manipulative kits are also included in the package.

In order to ensure implementation with fidelity, proper professional learning needs to occur on a regular basis. The initial professional learning needs to occur prior to elementary and math teachers leaving for summer break, ideally, this initial professional learning opportunity will take place in April. HMH has a "Getting Started" training that will be provided. HMH describes their "Getting Started" training as "This two-hour Getting Started session introduces teachers to their new program's structure, essential resources, and implementation recommendations. Teachers will also explore Ed, HMH's teaching and learning platform, and the professional learning pathway on Ed. Getting Started is the initial step toward a successful first 30 days. Ongoing training and support will be also provided on Ed. There, teachers will access a guided learning pathway based on their grade level and implementation timeline. A recommended sequence of topics, which includes live sessions, videos, interactive media, and related resources, will help teachers plan, teach, and assess student learning using their new HMH program. After teachers complete each pathway topic, they receive a certificate of completion." Additionally, teachers will have digital teacher materials available prior to summer break. Pacing guides will be created based on the new materials and provided to teachers.

During the 2023 summer symposium, there will be additional professional learning provided by HMH. This will allow teachers to gain further insight into the curriculum and how to best use it in their classrooms. Collaboration time will be included during this session to allow teachers to collaborate and work together with others that teach the same grade level and content. This will be conducted as part of HMH's Blended Coaching Membership. They describe this as "Blended Coaching brings the coaching experience into a small group context and opens up communication among teachers and/or instructional coaches. It is a collaborative conversation, focused on deepening understanding of student work, student learning targets, instructional practices, goal setting, and action steps. The introductory blended coaching annual membership powered by HMH Coaching Studio provides within the term of the



### Magnolia Public Schools Mathematics Materials Adoption Process

membership one (1) in-person coaching day, four (4) 30-minute live online sessions, and HMH Coaching Studio licenses, designed for up to 20 teachers.” This would be designed by the grade band to focus on specific strategies and supports that are unique to each grade band of students.

The Blended Coaching membership would allow for ongoing professional learning to continue so teachers can grow their knowledge regarding the curriculum and promising practices for instruction. The customized learning pathway on Ed will allow us to ensure new teachers are onboarded properly and understand the robust supports that are available in the new materials.

The complete quote from Houghton Mifflin Harcourt is provided as a separate exhibit and details exactly what materials are being purchased and the exact cost for those materials.

## Curriculum Adoption Intensive Materials Investigation

**Background:** As part of the curriculum adoption process and [California Ed Code 60201](#), that allows for off-cycle adoption of materials, we need to ensure standards-aligned materials are selected and that the majority of the curriculum adoption committee is composed of subject or grade-level teachers. To ensure that the curriculum adoption committee is majority teachers and that time and space is dedicated to an in-depth, intensive investigation of curriculum available, a week-long materials investigation has been established.

**Process:** During the materials investigation, participants will engage in professional development in selecting high-quality curriculum using an equity lens, criteria for materials and the materials review rubrics. Participants will then engage in deep dives of curriculum meeting the criteria for materials and engaging with publishers. Finally, participants will make recommendations for up to two curricula to field test across the organization during the 1st semester of the 2022/2023 school year.

**Logistics:** Each school site will have a representative from each grade band (elementary, middle school, and high school) attend and fully participate in the materials investigation. Each participant will commit to attending the full materials investigation, engage fully in activities, and provide feedback. The materials investigation will take place from Monday, June 20, 2022 through Friday, June 24, 2022. The schedule and objective for each day is outlined below.

Day	Date	Time	Objective
Monday	6/20/22	9am-4pm	Participants will <ul style="list-style-type: none"> <li>engage in professional development in selecting high quality math materials,</li> <li>understand the criteria for materials, and</li> <li>receive training in the use of the materials adoption rubrics.</li> </ul>
Tuesday	6/21/22	9am-1pm	Participants will <ul style="list-style-type: none"> <li>Review and participate in the publisher presentation for curriculums #1 &amp; #2</li> <li>Provide feedback and complete the adoption rubric for curriculums #1 &amp; #2</li> </ul>
Wednesday	6/22/22	9am-1pm	Participants will <ul style="list-style-type: none"> <li>Review and participate in the publisher presentation for curriculums #3 &amp; #4</li> <li>Provide feedback and complete the adoption rubric for curriculums #3 &amp; #4</li> </ul>
Thursday	6/23/22	9am-1pm	Participants will <ul style="list-style-type: none"> <li>Review and participate in the publisher presentation for curriculums #5 &amp; #6</li> </ul>



			<ul style="list-style-type: none"> <li>• Provide feedback and complete the adoption rubric for curriculums #5 &amp; #6</li> </ul>
Friday	6/24/22	9am-1pm	Participants will <ul style="list-style-type: none"> <li>• Review materials presented throughout the week</li> <li>• Finalize rubric scores</li> <li>• Engage in a conversation regarding materials</li> <li>• Participate in a consensus regarding which two materials to field test</li> </ul>

The format of the materials investigation will be hybrid. Participants will have the choice to participate in person from the Home Office or join via Zoom. Should a participant decide to join via Zoom, they agree to keep their cameras on. All participants agree to be fully engaged during the entire investigation and complete any work that is assigned. As this process will only work if all participants are fully committed to the investigation, failure to do so will result in being removed from the committee.

Compensation: Participants will be compensated at the summer rate of \$50 per hour for 24 hours of work. This is a total of \$1,200 per participant.

Number of participants: The number of participants is as follows:

MSA-1: 2 participants- 1 middle school math teacher & 1 high school math teacher  
 MSA-2: 2 participants- 1 middle school math teacher & 1 high school math teacher  
 MSA-3: 2 participants- 1 middle school math teacher & 1 high school math teacher  
 MSA-4: 1 participant- 1 high school math teacher  
 MSA-5: 2 participants- 1 middle school math teacher & 1 high school math teacher  
 MSA-6: 1 participant- 1 middle school math teacher  
 MSA-7: 2 participants- 1 TK-2 & 1 3-5 elementary school math teacher  
 MSA-8: 1 participant- 1 middle school math teacher  
 MSA-SD: 1 participant- 1 middle school math teacher  
 MSA-SA: 3 participants- 1 elementary math teacher, 1 middle school math teacher & 1 high school math teacher

In addition, in order to ensure all students are represented, an Ed Specialist who supports mathematics from each grade band (elementary, middle and high school) and an ELD Coordinator from each grade band will also be included in the materials investigation.

School leaders are encouraged to participate in the investigation as well, however to ensure that teachers make up the majority of the committee, each school may send one representative to officially participate in the materials investigation.

The Home Office will have members of the Academic Team participating in the investigation as well. The final number of participants will be determined once the school participants have been

identified. Again, this is to ensure compliance with the majority of the committee being composed of teachers.



# Houghton Mifflin Harcourt

**Proposal #008619162**

Prepared For

**Magnolia Ed & Research Fdn**

**Attention:**

**Jenny Obuchi**

**jobuchi@magnoliapublicschools.org**

For the Purchase of:

**Into Math K-8 and AGA 5 year**

Prepared By

**Suzy Robins**

**suzy.robins@hnhco.com**

**Please submit this proposal with your purchase order.**

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:

<http://www.hnhco.com/common/terms-conditions>

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Jenny Obuchi  
jobuchi@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Ed & Research Fdn

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Grade K</b>					
<b>Student Digital Licenses</b>					
1789388	9780358398677 Into Math Student License Digital 5 Year Grades K-5 Includes: Digital Student Resources 5 Year Digital Grade K-5 Implementation Success	\$90.00	102	\$9,180.00	
<b>Total for Student Digital Licenses</b>				<b>\$9,180.00</b>	
<b>Teacher Digital Licenses</b>					
1808534	9780358555780 Into Math Teacher License Digital 5 Year Grades K-5 Includes: Into Math Digital Teacher Resources 5 Year Grades K-5 Access to Teacher's Corner	\$375.00			4
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732957	9781328613998 Into Math Premium Manipulatives Kit Grade K	\$378.90	4	\$1,515.60	
1753079	9780358132653 Into Math Teacher Edition Collection Grade K	\$150.00	4	\$600.00	
1749826	9780358111931 Into Math Planning and Pacing Guide Grade K	\$19.45	4	\$77.80	
1749808	9780358111757 Into Math TE Flipchart Grade K	\$109.90	4	\$439.60	
1749802	9780358111696 Into Math Unit Project Cards Grade K	\$14.85	4	\$59.40	
1749820	9780358111870 Into Math Game and Activity Cards Grade K	\$14.85	4	\$59.40	
1729167	9781328584106 Into Math Math Reader Collection Grade K	\$31.60	4	\$126.40	
<b>Student Materials</b>					
1814925	9780358608776 2020 Into Math Student Edition Collection with Practice and Homework Journal Set 5 Year Print Grade K	\$35.00	102	\$3,570.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$6,448.20</b>	
<b>Total for Grade K</b>				<b>\$15,628.20</b>	

<b>Grade 1</b>					
<b>Student Digital Licenses</b>					
1789388	9780358398677 Into Math Student License Digital 5 Year Grades K-5 Includes: Digital Student Resources 5 Year Digital Grade K-5 Implementation Success	\$90.00	80	\$7,200.00	
<b>Total for Student Digital Licenses</b>				<b>\$7,200.00</b>	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Jenny Obuchi  
jobuchi@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Ed & Research Fdn

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Teacher Digital Licenses</b>					
1808534	9780358555780 Into Math Teacher License Digital 5 Year Grades K-5 Includes: Into Math Digital Teacher Resources 5 Year Grades K-5 Access to Teacher's Corner	\$375.00			4
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732958	9781328614308 Into Math Premium Manipulatives Kit Grade 1	\$378.90	4	\$1,515.60	
1753080	9780358132660 Into Math Teacher Edition Collection Grade 1	\$150.00	4	\$600.00	
1749827	9780358111948 Into Math Planning and Pacing Guide Grade 1	\$19.45	4	\$77.80	
1749809	9780358111764 Into Math TE Flipchart Grade 1	\$109.90	4	\$439.60	
1749803	9780358111702 Into Math Unit Project Cards Grade 1	\$14.85	4	\$59.40	
1749821	9780358111887 Into Math Game and Activity Cards Grade 1	\$14.85	4	\$59.40	
1729168	9781328584113 Into Math Math Reader Collection Grade 1	\$37.80	4	\$151.20	
<b>Student Materials</b>					
1814926	9780358608783 2020 Into Math Student Edition Collection with Practice and Homework Journal Set 5 Year Print Grade 1	\$35.00	80	\$2,800.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$5,703.00</b>			
<b>Total for Grade 1</b>		<b>\$12,903.00</b>			

## Grade 2

<b>Student Digital Licenses</b>					
1789388	9780358398677 Into Math Student License Digital 5 Year Grades K-5 Includes: Digital Student Resources 5 Year Digital Grade K-5 Implementation Success	\$90.00	71	\$6,390.00	
<b>Total for Student Digital Licenses</b>		<b>\$6,390.00</b>			
<b>Teacher Digital Licenses</b>					
1808534	9780358555780 Into Math Teacher License Digital 5 Year Grades K-5 Includes: Into Math Digital Teacher Resources 5 Year Grades K-5 Access to Teacher's Corner	\$375.00			3
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Jenny Obuchi  
jobuchi@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Ed & Research Fdn

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Teacher Materials</b>					
1732959	9781328614315 Into Math Premium Manipulatives Kit Grade 2	\$378.90	3	\$1,136.70	
1753081	9780358132677 Into Math Teacher Edition Collection Grade 2	\$150.00	3	\$450.00	
1749828	9780358111955 Into Math Planning and Pacing Guide Grade 2	\$19.45	3	\$58.35	
1749810	9780358111771 Into Math TE Flipchart Grade 2	\$109.90	3	\$329.70	
1749804	9780358111719 Into Math Unit Project Cards Grade 2	\$14.85	3	\$44.55	
1749822	9780358111894 Into Math Game and Activity Cards Grade 2	\$14.85	3	\$44.55	
1729169	9781328584120 Into Math Math Reader Collection Grade 2	\$44.10	3	\$132.30	
<b>Student Materials</b>					
1814927	9780358608790 2020 Into Math Student Edition Collection with Practice and Homework Journal Set 5 Year Print Grade 2	\$35.00	71	\$2,485.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$4,681.15</b>			

---

**Total for Grade 2** **\$11,071.15**

<b>Grade 3</b>					
<b>Student Digital Licenses</b>					
1789388	9780358398677 Into Math Student License Digital 5 Year Grades K-5 Includes: Digital Student Resources 5 Year Digital Grade K-5 Implementation Success	\$90.00	80	\$7,200.00	
<b>Total for Student Digital Licenses</b>		<b>\$7,200.00</b>			
<b>Teacher Digital Licenses</b>					
1808534	9780358555780 Into Math Teacher License Digital 5 Year Grades K-5 Includes: Into Math Digital Teacher Resources 5 Year Grades K-5 Access to Teacher's Corner	\$375.00			4
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					

<b>Teacher Materials</b>					
1732960	9781328614322 Into Math Premium Manipulatives Kit Grade 3	\$378.90	4	\$1,515.60	
1753082	9780358132684 Into Math Teacher Edition Collection Grade 3	\$150.00	4	\$600.00	
1749829	9780358111962 Into Math Planning and Pacing Guide Grade 3	\$19.45	4	\$77.80	
1749811	9780358111788 Into Math TE Flipchart Grade 3	\$109.90	4	\$439.60	
1749805	9780358111726 Into Math Unit Project Cards Grade 3	\$14.85	4	\$59.40	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Jenny Obuchi  
jobuchi@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Ed & Research Fdn

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
1749823 9780358111900	Into Math Game and Activity Cards Grade 3	\$14.85	4	\$59.40	
1729170 9781328584137	Into Math Math Reader Collection Grade 3	\$37.80	4	\$151.20	
<b>Student Materials</b>					
1814928 9780358608806	2020 Into Math Student Edition Collection with Practice and Homework Journal Set 5 Year Print Grade 3	\$35.00	80	\$2,800.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$5,703.00</b>	
<b>Total for Grade 3</b>				<b>\$12,903.00</b>	
<b>Grade 4</b>					
<b>Student Digital Licenses</b>					
1789388 9780358398677	Into Math Student License Digital 5 Year Grades K-5 Includes: Digital Student Resources 5 Year Digital Grade K-5 Implementation Success	\$90.00	93	\$8,370.00	
<b>Total for Student Digital Licenses</b>				<b>\$8,370.00</b>	
<b>Teacher Digital Licenses</b>					
1808534 9780358555780	Into Math Teacher License Digital 5 Year Grades K-5 Includes: Into Math Digital Teacher Resources 5 Year Grades K-5 Access to Teacher's Corner	\$375.00			4
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732961 9781328614339	Into Math Premium Manipulatives Kit Grade 4	\$378.90	4	\$1,515.60	
1753083 9780358132691	Into Math Teacher Edition Collection Grade 4	\$150.00	4	\$600.00	
1749830 9780358111979	Into Math Planning and Pacing Guide Grade 4	\$19.45	4	\$77.80	
1749812 9780358111795	Into Math TE Flipchart Grade 4	\$109.90	4	\$439.60	
1749806 9780358111733	Into Math Unit Project Cards Grade 4	\$14.85	4	\$59.40	
1749824 9780358111917	Into Math Game and Activity Cards Grade 4	\$14.85	4	\$59.40	
1729171 9781328584144	Into Math Math Reader Collection Grade 4	\$44.10	4	\$176.40	
<b>Student Materials</b>					
1814929 9780358608813	2020 Into Math Student Edition Collection with Practice and Homework Journal Set 5 Year Print Grade 4	\$35.00	93	\$3,255.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$6,183.20</b>	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Jenny Obuchi  
jobuchi@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Ed & Research Fdn

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Total for Grade 4</b>		<b>\$14,553.20</b>			
<b>Grade 5</b>					
<b>Student Digital Licenses</b>					
1789388	9780358398677 Into Math Student License Digital 5 Year Grades K-5 Includes: Digital Student Resources 5 Year Digital Grade K-5 Implementation Success	\$90.00	100	\$9,000.00	
<b>Total for Student Digital Licenses</b>		<b>\$9,000.00</b>			
<b>Teacher Digital Licenses</b>					
1808534	9780358555780 Into Math Teacher License Digital 5 Year Grades K-5 Includes: Into Math Digital Teacher Resources 5 Year Grades K-5 Access to Teacher's Corner	\$375.00			4
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732962	9781328614346 Into Math Premium Manipulatives Kit Grade 5	\$378.90	4	\$1,515.60	
1753084	9780358132707 Into Math Teacher Edition Collection Grade 5	\$150.00	4	\$600.00	
1749831	9780358111986 Into Math Planning and Pacing Guide Grade 5	\$19.45	4	\$77.80	
1749813	9780358111801 Into Math TE Flipchart Grade 5	\$109.90	4	\$439.60	
1749807	9780358111740 Into Math Unit Project Cards Grade 5	\$14.85	4	\$59.40	
1749825	9780358111924 Into Math Game and Activity Cards Grade 5	\$14.85	4	\$59.40	
1729172	9781328584151 Into Math Math Reader Collection Grade 5	\$50.50	4	\$202.00	
<b>Student/District Materials</b>					
1814930	9780358608820 2020 Into Math Student Edition Collection with Practice and Homework Journal Set 5 Year Print Grade 5	\$35.00	100	\$3,500.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$6,453.80</b>			
<b>Total for Grade 5</b>		<b>\$15,453.80</b>			

<b>Grade 6</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes:	\$90.00	708	\$63,720.00	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Jenny Obuchi  
jobuchi@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647



# Magnolia Ed & Research Fdn

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
	Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success				
<b>Total for Student Digital Licenses</b>		<b>\$63,720.00</b>			
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			11
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973	9781328614353 Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	11	\$4,167.90	
1750434	9780358116301 Into Math Planning and Pacing Guide Grade 6	\$19.45	11	\$213.95	
1756245	9780358157038 Into Math Teacher Edition Collection Grade 6	\$150.00	11	\$1,650.00	
<b>Student Materials</b>					
1765490	9780358223597 Into Math Student Edition (Consumable) 5 Year Print Grade 6	\$35.00	708	\$24,780.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$30,811.85</b>			
<b>Total for Grade 6</b>		<b>\$94,531.85</b>			

<b>Grade 7</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	720	\$64,800.00	
<b>Total for Student Digital Licenses</b>		<b>\$64,800.00</b>			
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			11
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973	9781328614353 Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	11	\$4,167.90	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Jenny Obuchi  
jobuchi@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Ed & Research Fdn

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
1750436 9780358116325	Into Math Planning and Pacing Guide Grade 7	\$19.45	11	\$213.95	
1756246 9780358157045	Into Math Teacher Edition Collection Grade 7	\$150.00	11	\$1,650.00	
<b>Student Materials</b>					
1765491 9780358223603	Into Math Student Edition (Consumable) 5 Year Print Grade 7	\$35.00	720	\$25,200.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$31,231.85</b>	

---

**Total for Grade 7** **\$96,031.85**

**Accelerated 7 (Grade 7)**

**Student Digital Licenses**

1789391 9780358398707	Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	45	\$4,050.00	
<b>Total for Student Digital Licenses</b>				<b>\$4,050.00</b>	

**Teacher Digital Licenses**

1808546 978035855902	Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			4
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	

**A la Carte Items Available for Purchase**

**Teacher Materials**

1732973 9781328614353	Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	4	\$1,515.60	
1750439 9780358116356	Into Math Planning and Pacing Guide Accelerated 7	\$19.45	4	\$77.80	
1756250 9780358157083	Into Math Teacher Edition Collection Accelerated 7	\$150.00	4	\$600.00	

**Student Materials**

1765495 9780358223702	Into Math Student Edition (Consumable) 5 Year Print Accelerated 7	\$35.00	45	\$1,575.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$3,768.40</b>	

---

**Total for Accelerated 7 (Grade 7)** **\$7,818.40**

**Grade 8**

**Student Digital Licenses**

1789391 9780358398707	Into Math Student License Digital 5 Year Grades 6-8 Includes:	\$90.00	765	\$68,850.00	
-----------------------	--	---------	-----	-------------	--

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Jenny Obuchi  
jobuchi@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Ed & Research Fdn

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
	Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success				
<b>Total for Student Digital Licenses</b>		<b>\$68,850.00</b>			
<b>Teacher Digital Licenses</b>					
1808546	978035855902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			11
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973	9781328614353 Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	11	\$4,167.90	
1750438	9780358116349 Into Math Planning and Pacing Guide Grade 8	\$19.45	11	\$213.95	
1756247	9780358157052 Into Math Teacher Edition Collection Grade 8	\$150.00	11	\$1,650.00	
<b>Student Materials</b>					
1765492	9780358223610 Into Math Student Edition (Consumable) 5 Year Print Grade 8	\$35.00	765	\$26,775.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$32,806.85</b>			
<b>Total for Grade 8</b>		<b>\$101,656.85</b>			

## Algebra 1

### Student Digital Licenses

1789394	9780358398738 Into Algebra 1 Student License Digital 5 Year Includes: Digital Student Resource 5 Year Digital Algebra 1 Implementation Success	\$90.00	393	\$35,370.00	
<b>Total for Student Digital Licenses</b>		<b>\$35,370.00</b>			
<b>Teacher Digital Licenses</b>					
1808500	9780358555209 Into Algebra 1 Teacher License Digital 5 Year Includes: Into Algebra 1 Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			11
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1742482	9780358055303 Into Algebra 1 Teacher Edition	\$150.00	11	\$1,650.00	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Jenny Obuchi  
jobuchi@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hmc.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Ed & Research Fdn

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
1750380 9780358119388	Into Algebra 1 Planning and Pacing Guide Grade 9	\$10.35	11	\$113.85	
<b>Student Materials</b>					
1705762 9781328951816	Into Algebra 1 Student Edition	\$45.00	393	\$17,685.00	
1771584 9780358264729	Into Algebra 1 Journal and Practice Workbook 5 Year Print	\$43.00	393	\$16,899.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$36,347.85</b>			

---

**Total for Algebra 1** **\$71,717.85**

**Advanced 1 (Grade 8)**

**Student Digital Licenses**

1789391 9780358398707	Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	25	\$2,250.00	
-----------------------	--	---------	----	------------	--

**Total for Student Digital Licenses** **\$2,250.00**

**Teacher Digital Licenses**

1808546 978035855902	Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			3
----------------------	---	----------	--	--	---

**Total for Teacher Digital Licenses** **\$0.00**

**A la Carte Items Available for Purchase**

**Teacher Materials**

1732973 9781328614353	Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	3	\$1,136.70	
1750435 9780358116318	Into Math Planning and Pacing Guide Advanced 1	\$19.45	3	\$58.35	
1756248 9780358157069	Into Math Teacher Edition Collection Advanced 1	\$150.00	3	\$450.00	

**Student Materials**

1765493 9780358223689	Into Math Student Edition (Consumable) 5 Year Print Advanced 1	\$35.00	25	\$875.00	
-----------------------	--	---------	----	----------	--

**Total for A la Carte Items Available for Purchase** **\$2,520.05**

---

**Total for Advanced 1 (Grade 8)** **\$4,770.05**

**Geometry**

**Student Digital Licenses**

1789400 9780358398790	Into Geometry Student License Digital 5 Year Includes:	\$90.00	406	\$36,540.00	
-----------------------	---	---------	-----	-------------	--

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Jenny Obuchi  
jobuchi@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Ed & Research Fdn

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
	Digital Student Resource 5 Year Digital Geometry Implementation Success				
<b>Total for Student Digital Licenses</b>		<b>\$36,540.00</b>			
<b>Teacher Digital Licenses</b>					
1808522	9780358555322 Into Geometry Teacher License Digital 5 Year Includes: Into Geometry Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			11
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1742563	9780358055310 Into Geometry Teacher Edition	\$150.00	11	\$1,650.00	
1750381	9780358119395 Into Geometry Planning and Pacing Guide Grade 10	\$10.35	11	\$113.85	
<b>Student Materials</b>					
1742480	9780358055280 Into Geometry Student Edition	\$45.00	406	\$18,270.00	
1771586	9780358264743 Into Geometry Journal and Practice Workbook 5 Year Print	\$43.00	406	\$17,458.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$37,491.85</b>			
<b>Total for Geometry</b>		<b>\$74,031.85</b>			

## Algebra 2

<b>Student Digital Licenses</b>					
1789397	9780358398769 Into Algebra 2 Student License Digital 5 Year Includes: Digital Student Resource 5 Year Digital Algebra 2 Implementation Success	\$90.00	416	\$37,440.00	
<b>Total for Student Digital Licenses</b>		<b>\$37,440.00</b>			
<b>Teacher Digital Licenses</b>					
1808528	9780358555384 Into Algebra 2 Teacher License Digital 5 Year Includes: Into Algebra 2 Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			9
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1742564	9780358055327 Into Algebra 2 Teacher Edition	\$150.00	9	\$1,350.00	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Jenny Obuchi  
jobuchi@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

Proposal for

**Magnolia Ed & Research Fdn**

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
1750382 9780358119401	Into Algebra 2 Planning and Pacing Guide Grade 11	\$10.35	9	\$93.15	
<b>Student Materials</b>					
1742481 9780358055297	Into Algebra 2 Student Edition	\$45.00	416	\$18,720.00	
1771585 9780358264736	Into Algebra 2 Journal and Practice Workbook 5 Year Print	\$43.00	416	\$17,888.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$38,051.15</b>	
<b><u>Total for Algebra 2</u></b>				<b>\$75,491.15</b>	

<b>Total Savings:</b>	<b>\$35,250.00</b>
<b>Subtotal Purchase Amount:</b>	<b>\$608,562.20</b>
<b>Shipping &amp; Handling:</b>	<b>\$63,011.13</b>
<b>Sales Tax:</b>	<b>\$29,565.33</b>

**Total Cost of Proposal (PO Amount): \$701,138.66**

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Jenny Obuchi  
 jobuchi@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
 k12orders@hnhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647

## Magnolia Ed & Research Fdn

**Total Cost of Proposal (PO Amount): \$701,138.66**

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - o Point of Contact for Print materials
  - o Point of Contact for Digital materials
  - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.
 

<b>Ship to:</b> Magnolia Educ and Research Found 250 E 1St St Los Angeles, CA 90012-3811	<b>Sold to:</b> Magnolia Educ and Research Found 250 E 1St St Los Angeles, CA 90012-3811
---	---
- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Destination.
- Any proposed shipping or tax amount provided on this proposal, is based on the Ship To account location quoted within.
- If the location of your delivery changes, please include the proper sales tax and shipping charges for that location in the applicable Purchase Order
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.

Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

**Date of Proposal: 2/7/2023**

**Proposal Expiration Date: 3/24/2023**



## Houghton Mifflin Harcourt

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Jenny Obuchi  
 jobuchi@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
 k12orders@hnhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647



# Houghton Mifflin Harcourt

**Proposal #008622935**

Prepared For

## **Magnolia Ed & Research Fdn**

250 E 1st St Ste 1500  
Los Angeles CA 90012

**Attention:  
Traci Lewin**

For the Purchase of:

## **Into Math K-8 and AGA PD**

Prepared By  
Suzy Robins  
suzy.robins@hnhco.com

**Please submit this proposal with your purchase order.**

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:

<http://www.hnhco.com/common/terms-conditions>

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647



# Magnolia Ed & Research Fdn

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Professional Development</b>					
1729422 9781328588357	Into Math Getting Started: Introduction to Into Math Live Online 2-Hour Grades K-5	\$800.00	1	\$800.00	
1729407 9781328588203	Getting Started: Introduction to Into Math 6-8 Live Online 2-Hour	\$800.00	2	\$1,600.00	
1729407 9781328588203	Getting Started: Introduction to Into Math 6-8 Live Online 2-Hour	\$800.00			2
1729437 9781328588500	Getting Started: Introduction to Into AGA 9-12 Live Online 2-Hour	\$800.00	2	\$1,600.00	
1729437 9781328588500	Getting Started: Introduction to Into AGA 9-12 Live Online 2-Hour	\$800.00			2
<b>Coaching</b>					
1832625 9780358726326	Into Math Blended Coaching Introductory Membership 1 Year Grades K-5	\$7,500.00	1	\$7,500.00	
1832624 9780358726319	Into Math Blended Coaching Introductory Membership 1 Year Grades 6-8	\$7,500.00	1	\$7,500.00	
1832619 9780358726265	Into AGA Blended Coaching Introductory Membership 1 Year Grades 9-12	\$7,500.00	1	\$7,500.00	
<b>Total for Coaching</b>		<b>\$22,500.00</b>			
<b>Total for Professional Development</b>		<b>\$26,500.00</b>			

<b>Total Savings:</b>	<b>\$3,200.00</b>
<b>Subtotal Purchase Amount:</b>	<b>\$26,500.00</b>
<b>Shipping &amp; Handling:</b>	<b>\$0.00</b>
<b>Sales Tax:</b>	<b>\$0.00</b>
<b>Total Cost of Proposal (PO Amount):</b>	<b>\$26,500.00</b>

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Traci Lewin

**HMH Confidential and Proprietary**

Send **Orders** to:  
 k12orders@hnhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647

# Magnolia Ed & Research Fdn

**Total Cost of Proposal (PO Amount): \$26,500.00**

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - o Point of Contact for Print materials
  - o Point of Contact for Digital materials
  - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.
 

<b>Ship to:</b>	<b>Sold to:</b>
Magnolia Educ and Research Found	Magnolia Educ and Research Found
250 E 1St St	250 E 1St St
Los Angeles, CA 90012-3811	Los Angeles, CA 90012-3811
- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Destination.
- Any proposed shipping or tax amount provided on this proposal, is based on the Ship To account location quoted within.
- If the location of your delivery changes, please include the proper sales tax and shipping charges for that location in the applicable Purchase Order
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase. Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

**Date of Proposal: 2/10/2023**

**Proposal Expiration Date: 3/27/2023**



## Houghton Mifflin Harcourt

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin

Send **Orders** to:  
k12orders@hmhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

**HMH Confidential and Proprietary**



# Houghton Mifflin Harcourt

**Proposal #008619682**

Prepared For

## **Magnolia Science Academy 1**

18238 Sherman Way  
Reseda CA 91335

**Attention:**

**Traci Lewin**

**tlewin@magnoliapublicschools.org**

For the Purchase of:

## **Into Math 6-8 and AGA 5 year**

Prepared By

**Suzy Robins**

**suzy.robins@hmhco.com**

**Please submit this proposal with your purchase order.**

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:

<http://www.hmhco.com/common/terms-conditions>

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org  
**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hmhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 1

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Grade 6</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	108	\$9,720.00	
<b>Total for Student Digital Licenses</b>				<b>\$9,720.00</b>	
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973	9781328614353 Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	1	\$378.90	
1750434	9780358116301 Into Math Planning and Pacing Guide Grade 6	\$19.45	1	\$19.45	
1756245	9780358157038 Into Math Teacher Edition Collection Grade 6	\$150.00	1	\$150.00	
<b>Student Materials</b>					
1765490	9780358223597 Into Math Student Edition (Consumable) 5 Year Print Grade 6	\$35.00	108	\$3,780.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$4,328.35</b>	
<b>Total for Grade 6</b>				<b>\$14,048.35</b>	

<b>Grade 7</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	110	\$9,900.00	
<b>Total for Student Digital Licenses</b>				<b>\$9,900.00</b>	
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 1

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973 9781328614353	Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	1	\$378.90	
1750436 9780358116325	Into Math Planning and Pacing Guide Grade 7	\$19.45	1	\$19.45	
1756246 9780358157045	Into Math Teacher Edition Collection Grade 7	\$150.00	1	\$150.00	
<b>Student Materials</b>					
1765491 9780358223603	Into Math Student Edition (Consumable) 5 Year Print Grade 7	\$35.00	110	\$3,850.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$4,398.35</b>			
<b>Total for Grade 7</b>		<b>\$14,298.35</b>			
<b>Grade 8</b>					
<b>Student Digital Licenses</b>					
1789391 9780358398707	Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	125	\$11,250.00	
<b>Total for Student Digital Licenses</b>		<b>\$11,250.00</b>			
<b>Teacher Digital Licenses</b>					
1808546 9780358555902	Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973 9781328614353	Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	1	\$378.90	
1750438 9780358116349	Into Math Planning and Pacing Guide Grade 8	\$19.45	1	\$19.45	
1756247 9780358157052	Into Math Teacher Edition Collection Grade 8	\$150.00	1	\$150.00	
<b>Student Materials</b>					
1765492 9780358223610	Into Math Student Edition (Consumable) 5 Year Print Grade 8	\$35.00	125	\$4,375.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$4,923.35</b>			
<b>Total for Grade 8</b>		<b>\$16,173.35</b>			

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org  
**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 1

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Algebra 1</b>					
<b>Student Digital Licenses</b>					
1789394	9780358398738 Into Algebra 1 Student License Digital 5 Year Includes: Digital Student Resource 5 Year Digital Algebra 1 Implementation Success	\$90.00	95	\$8,550.00	
<b>Total for Student Digital Licenses</b>		<b>\$8,550.00</b>			
<b>Teacher Digital Licenses</b>					
1808500	9780358555209 Into Algebra 1 Teacher License Digital 5 Year Includes: Into Algebra 1 Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1742482	9780358055303 Into Algebra 1 Teacher Edition	\$150.00	1	\$150.00	
1750380	9780358119388 Into Algebra 1 Planning and Pacing Guide Grade 9	\$10.35	1	\$10.35	
<b>Student Materials</b>					
1705762	9781328951816 Into Algebra 1 Student Edition	\$45.00	95	\$4,275.00	
1771584	9780358264729 Into Algebra 1 Journal and Practice Workbook 5 Year Print	\$43.00	95	\$4,085.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$8,520.35</b>			
<b>Total for Algebra 1</b>		<b>\$17,070.35</b>			

<b>Geometry</b>					
<b>Student Digital Licenses</b>					
1789400	9780358398790 Into Geometry Student License Digital 5 Year Includes: Digital Student Resource 5 Year Digital Geometry Implementation Success	\$90.00	100	\$9,000.00	
<b>Total for Student Digital Licenses</b>		<b>\$9,000.00</b>			
<b>Teacher Digital Licenses</b>					
1808522	9780358555322 Into Geometry Teacher License Digital 5 Year Includes: Into Geometry Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hmc.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 1

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1742563 9780358055310	Into Geometry Teacher Edition	\$150.00	1	\$150.00	
1750381 9780358119395	Into Geometry Planning and Pacing Guide Grade 10	\$10.35	1	\$10.35	
<b>Student Materials</b>					
1742480 9780358055280	Into Geometry Student Edition	\$45.00	100	\$4,500.00	
1771586 9780358264743	Into Geometry Journal and Practice Workbook 5 Year Print	\$43.00	100	\$4,300.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$8,960.35</b>			

---

**Total for Geometry** **\$17,960.35**

<u><b>Algebra 2</b></u>					
<b>Student Digital Licenses</b>					
1789397 9780358398769	Into Algebra 2 Student License Digital 5 Year Includes: Digital Student Resource 5 Year Digital Algebra 2 Implementation Success	\$90.00	120	\$10,800.00	
<b>Total for Student Digital Licenses</b>		<b>\$10,800.00</b>			
<b>Teacher Digital Licenses</b>					
1808528 9780358555384	Into Algebra 2 Teacher License Digital 5 Year Includes: Into Algebra 2 Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			

<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1742564 9780358055327	Into Algebra 2 Teacher Edition	\$150.00	1	\$150.00	
1750382 9780358119401	Into Algebra 2 Planning and Pacing Guide Grade 11	\$10.35	1	\$10.35	
<b>Student Materials</b>					
1742481 9780358055297	Into Algebra 2 Student Edition	\$45.00	120	\$5,400.00	
1771585 9780358264736	Into Algebra 2 Journal and Practice Workbook 5 Year Print	\$43.00	120	\$5,160.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$10,720.35</b>			

---

**Total for Algebra 2** **\$21,520.35**

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

Proposal for

# Magnolia Science Academy 1

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
------	-------	-------	----------	-----------------------	-------------------------

<b>Total Savings:</b>	<b>\$2,250.00</b>
<b>Subtotal Purchase Amount:</b>	<b>\$101,071.10</b>
<b>Shipping &amp; Handling:</b>	<b>\$13,013.15</b>
<b>Sales Tax:</b>	<b>\$5,212.17</b>

---

**Total Cost of Proposal (PO Amount): \$119,296.42**

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Traci Lewin  
 tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
 k12orders@hmhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647



# Magnolia Science Academy 1

**Total Cost of Proposal (PO Amount): \$119,296.42**

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - o Point of Contact for Print materials
  - o Point of Contact for Digital materials
  - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.
 

<b>Ship to:</b>	<b>Sold to:</b>
Magnolia Science Academy 1	Magnolia Educ and Research Found
18238 Sherman Way	250 E 1St St
Reseda, CA 91335-4550	Los Angeles, CA 90012-3811
- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Destination.
- Any proposed shipping or tax amount provided on this proposal, is based on the Ship To account location quoted within.
- If the location of your delivery changes, please include the proper sales tax and shipping charges for that location in the applicable Purchase Order
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.

Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

**Date of Proposal: 2/8/2023**

**Proposal Expiration Date: 3/25/2023**



## Houghton Mifflin Harcourt

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647



# Houghton Mifflin Harcourt

**Proposal #008619684**

Prepared For

## **Magnolia Science Academy 2**

17125 Victory Blvd  
Lake Balboa CA 91406

**Attention:**

**Traci Lewin**

**tlewin@magnoliapublicschools.org**

For the Purchase of:

## **Into Math 6-8 and AGA 5 year**

Prepared By

**Suzy Robins**

**suzy.robins@hmhco.com**

**Please submit this proposal with your purchase order.**

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:

<http://www.hmhco.com/common/terms-conditions>

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hmhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 2

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Grade 6</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	105	\$9,450.00	
<b>Total for Student Digital Licenses</b>				<b>\$9,450.00</b>	
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973	9781328614353 Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	1	\$378.90	
1750434	9780358116301 Into Math Planning and Pacing Guide Grade 6	\$19.45	1	\$19.45	
1756245	9780358157038 Into Math Teacher Edition Collection Grade 6	\$150.00	1	\$150.00	
<b>Student Materials</b>					
1765490	9780358223597 Into Math Student Edition (Consumable) 5 Year Print Grade 6	\$35.00	105	\$3,675.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$4,223.35</b>	
<b>Total for Grade 6</b>				<b>\$13,673.35</b>	

<b>Grade 7</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	90	\$8,100.00	
<b>Total for Student Digital Licenses</b>				<b>\$8,100.00</b>	
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 2

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973 9781328614353	Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	1	\$378.90	
1750436 9780358116325	Into Math Planning and Pacing Guide Grade 7	\$19.45	1	\$19.45	
1756246 9780358157045	Into Math Teacher Edition Collection Grade 7	\$150.00	1	\$150.00	
<b>Student Materials</b>					
1765491 9780358223603	Into Math Student Edition (Consumable) 5 Year Print Grade 7	\$35.00	90	\$3,150.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$3,698.35</b>			
<b>Total for Grade 7</b>		<b>\$11,798.35</b>			
<b>Accelerated 7</b>					
<b>Student Digital Licenses</b>					
1789391 9780358398707	Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	20	\$1,800.00	
<b>Total for Student Digital Licenses</b>		<b>\$1,800.00</b>			
<b>Teacher Digital Licenses</b>					
1808546 9780358555902	Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973 9781328614353	Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	1	\$378.90	
1750439 9780358116356	Into Math Planning and Pacing Guide Accelerated 7	\$19.45	1	\$19.45	
1756250 9780358157083	Into Math Teacher Edition Collection Accelerated 7	\$150.00	1	\$150.00	
<b>Student Materials</b>					
1765495 9780358223702	Into Math Student Edition (Consumable) 5 Year Print Accelerated 7	\$35.00	20	\$700.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$1,248.35</b>			
<b>Total for Accelerated 7</b>		<b>\$3,048.35</b>			

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org  
**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 2

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Grade 8</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	85	\$7,650.00	
<b>Total for Student Digital Licenses</b>				<b>\$7,650.00</b>	
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973	9781328614353 Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	1	\$378.90	
1750438	9780358116349 Into Math Planning and Pacing Guide Grade 8	\$19.45	1	\$19.45	
1756247	9780358157052 Into Math Teacher Edition Collection Grade 8	\$150.00	1	\$150.00	
<b>Student Materials</b>					
1765492	9780358223610 Into Math Student Edition (Consumable) 5 Year Print Grade 8	\$35.00	85	\$2,975.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$3,523.35</b>	
<b>Total for Grade 8</b>				<b>\$11,173.35</b>	

<b>Algebra 1</b>					
<b>Student Digital Licenses</b>					
1789394	9780358398738 Into Algebra 1 Student License Digital 5 Year Includes: Digital Student Resource 5 Year Digital Algebra 1 Implementation Success	\$90.00	80	\$7,200.00	
<b>Total for Student Digital Licenses</b>				<b>\$7,200.00</b>	
<b>Teacher Digital Licenses</b>					
1808500	9780358555209 Into Algebra 1 Teacher License Digital 5 Year Includes: Into Algebra 1 Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 2

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1742482	9780358055303 Into Algebra 1 Teacher Edition	\$150.00	1	\$150.00	
1750380	9780358119388 Into Algebra 1 Planning and Pacing Guide Grade 9	\$10.35	1	\$10.35	
<b>Student Materials</b>					
1705762	9781328951816 Into Algebra 1 Student Edition	\$45.00	80	\$3,600.00	
1771584	9780358264729 Into Algebra 1 Journal and Practice Workbook 5 Year Print	\$43.00	80	\$3,440.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$7,200.35</b>			
<b>Total for Algebra 1</b>		<b>\$14,400.35</b>			
<b>Geometry</b>					
<b>Student Digital Licenses</b>					
1789400	9780358398790 Into Geometry Student License Digital 5 Year Includes: Digital Student Resource 5 Year Digital Geometry Implementation Success	\$90.00	75	\$6,750.00	
<b>Total for Student Digital Licenses</b>		<b>\$6,750.00</b>			
<b>Teacher Digital Licenses</b>					
1808522	9780358555322 Into Geometry Teacher License Digital 5 Year Includes: Into Geometry Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1742563	9780358055310 Into Geometry Teacher Edition	\$150.00	1	\$150.00	
1750381	9780358119395 Into Geometry Planning and Pacing Guide Grade 10	\$10.35	1	\$10.35	
<b>Student Materials</b>					
1742480	9780358055280 Into Geometry Student Edition	\$45.00	75	\$3,375.00	
1771586	9780358264743 Into Geometry Journal and Practice Workbook 5 Year Print	\$43.00	75	\$3,225.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$6,760.35</b>			
<b>Total for Geometry</b>		<b>\$13,510.35</b>			

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org  
**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 2

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Algebra 2</b>					
<b>Student Digital Licenses</b>					
1789397	9780358398769 Into Algebra 2 Student License Digital 5 Year Includes: Digital Student Resource 5 Year Digital Algebra 2 Implementation Success	\$90.00	75	\$6,750.00	
<b>Total for Student Digital Licenses</b>		<b>\$6,750.00</b>			
<b>Teacher Digital Licenses</b>					
1808528	9780358555384 Into Algebra 2 Teacher License Digital 5 Year Includes: Into Algebra 2 Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1742564	9780358055327 Into Algebra 2 Teacher Edition	\$150.00	1	\$150.00	
1750382	9780358119401 Into Algebra 2 Planning and Pacing Guide Grade 11	\$10.35	1	\$10.35	
<b>Student Materials</b>					
1742481	9780358055297 Into Algebra 2 Student Edition	\$45.00	75	\$3,375.00	
1771585	9780358264736 Into Algebra 2 Journal and Practice Workbook 5 Year Print	\$43.00	75	\$3,225.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$6,760.35</b>			
<b>Total for Algebra 2</b>		<b>\$13,510.35</b>			

<b>Total Savings:</b>	<b>\$2,625.00</b>
<b>Subtotal Purchase Amount:</b>	<b>\$81,114.45</b>
<b>Shipping &amp; Handling:</b>	<b>\$10,387.20</b>
<b>Sales Tax:</b>	<b>\$4,161.27</b>
<b>Total Cost of Proposal (PO Amount):</b>	<b>\$95,662.92</b>

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org  
**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hmhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

Proposal for

# Magnolia Science Academy 2

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
------	-------	-------	----------	-----------------------	-------------------------

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Traci Lewin  
 tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
 k12orders@hnhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647



## Magnolia Science Academy 2

**Total Cost of Proposal (PO Amount): \$95,662.92**

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - o Point of Contact for Print materials
  - o Point of Contact for Digital materials
  - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.
 

<b>Ship to:</b> Magnolia Science Academy 2 17125 Victory Blvd Van Nuys, CA 91406-5455	<b>Sold to:</b> Magnolia Educ and Research Found 250 E 1St St Los Angeles, CA 90012-3811
--	---
- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Destination.
- Any proposed shipping or tax amount provided on this proposal, is based on the Ship To account location quoted within.
- If the location of your delivery changes, please include the proper sales tax and shipping charges for that location in the applicable Purchase Order
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.

Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

**Date of Proposal: 2/8/2023**

**Proposal Expiration Date: 3/25/2023**



# Houghton Mifflin Harcourt

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Traci Lewin  
 tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
 k12orders@hnhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647



# Houghton Mifflin Harcourt

**Proposal #008619685**

Prepared For

## **Magnolia Science Academy 3**

1254 E Helmick St  
Carson CA 90746

**Attention:**

**Traci Lewin**

**tlewin@magnoliapublicschools.org**

For the Purchase of:

## **Into Math 6-8 and AGA 5 year**

Prepared By

**Suzy Robins**

**suzy.robins@hmhco.com**

**Please submit this proposal with your purchase order.**

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:

<http://www.hmhco.com/common/terms-conditions>

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hmhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 3

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Grade 6</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	60	\$5,400.00	
<b>Total for Student Digital Licenses</b>				<b>\$5,400.00</b>	
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973	9781328614353 Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	2	\$757.80	
1750434	9780358116301 Into Math Planning and Pacing Guide Grade 6	\$19.45	2	\$38.90	
1756245	9780358157038 Into Math Teacher Edition Collection Grade 6	\$150.00	2	\$300.00	
<b>Student Materials</b>					
1765490	9780358223597 Into Math Student Edition (Consumable) 5 Year Print Grade 6	\$35.00	60	\$2,100.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$3,196.70</b>	
<b>Total for Grade 6</b>				<b>\$8,596.70</b>	

<b>Grade 7</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	50	\$4,500.00	
<b>Total for Student Digital Licenses</b>				<b>\$4,500.00</b>	
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 3

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973 9781328614353	Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	2	\$757.80	
1750436 9780358116325	Into Math Planning and Pacing Guide Grade 7	\$19.45	2	\$38.90	
1756246 9780358157045	Into Math Teacher Edition Collection Grade 7	\$150.00	2	\$300.00	
<b>Student Materials</b>					
1765491 9780358223603	Into Math Student Edition (Consumable) 5 Year Print Grade 7	\$35.00	50	\$1,750.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$2,846.70</b>			
<b>Total for Grade 7</b>		<b>\$7,346.70</b>			
<b>Accelerated 7</b>					
<b>Student Digital Licenses</b>					
1789391 9780358398707	Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	15	\$1,350.00	
<b>Total for Student Digital Licenses</b>		<b>\$1,350.00</b>			
<b>Teacher Digital Licenses</b>					
1808546 9780358555902	Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973 9781328614353	Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	2	\$757.80	
1750439 9780358116356	Into Math Planning and Pacing Guide Accelerated 7	\$19.45	2	\$38.90	
1756250 9780358157083	Into Math Teacher Edition Collection Accelerated 7	\$150.00	2	\$300.00	
<b>Student Materials</b>					
1765495 9780358223702	Into Math Student Edition (Consumable) 5 Year Print Accelerated 7	\$35.00	15	\$525.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$1,621.70</b>			
<b>Total for Accelerated 7</b>		<b>\$2,971.70</b>			

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org  
**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 3

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Grade 8</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	80	\$7,200.00	
<b>Total for Student Digital Licenses</b>		<b>\$7,200.00</b>			
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973	9781328614353 Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	2	\$757.80	
1750438	9780358116349 Into Math Planning and Pacing Guide Grade 8	\$19.45	2	\$38.90	
1756247	9780358157052 Into Math Teacher Edition Collection Grade 8	\$150.00	2	\$300.00	
<b>Student Materials</b>					
1765492	9780358223610 Into Math Student Edition (Consumable) 5 Year Print Grade 8	\$35.00	80	\$2,800.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$3,896.70</b>			
<b>Total for Grade 8</b>		<b>\$11,096.70</b>			

<b>Algebra 1</b>					
<b>Student Digital Licenses</b>					
1789394	9780358398738 Into Algebra 1 Student License Digital 5 Year Includes: Digital Student Resource 5 Year Digital Algebra 1 Implementation Success	\$90.00	65	\$5,850.00	
<b>Total for Student Digital Licenses</b>		<b>\$5,850.00</b>			
<b>Teacher Digital Licenses</b>					
1808500	9780358555209 Into Algebra 1 Teacher License Digital 5 Year Includes: Into Algebra 1 Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			3
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 3

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1742482 9780358055303	Into Algebra 1 Teacher Edition	\$150.00	3	\$450.00	
1750380 9780358119388	Into Algebra 1 Planning and Pacing Guide Grade 9	\$10.35	3	\$31.05	
<b>Student Materials</b>					
1705762 9781328951816	Into Algebra 1 Student Edition	\$45.00	65	\$2,925.00	
1771584 9780358264729	Into Algebra 1 Journal and Practice Workbook 5 Year Print	\$43.00	65	\$2,795.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$6,201.05</b>			
<b>Total for Algebra 1</b>		<b>\$12,051.05</b>			
<b>Advanced 1</b>					
<b>Student Digital Licenses</b>					
1789391 9780358398707	Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	15	\$1,350.00	
<b>Total for Student Digital Licenses</b>		<b>\$1,350.00</b>			
<b>Teacher Digital Licenses</b>					
1808546 9780358555902	Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973 9781328614353	Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	2	\$757.80	
1750435 9780358116318	Into Math Planning and Pacing Guide Advanced 1	\$19.45	2	\$38.90	
1756248 9780358157069	Into Math Teacher Edition Collection Advanced 1	\$150.00	2	\$300.00	
<b>Student Materials</b>					
1765493 9780358223689	Into Math Student Edition (Consumable) 5 Year Print Advanced 1	\$35.00	15	\$525.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$1,621.70</b>			
<b>Total for Advanced 1</b>		<b>\$2,971.70</b>			

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org  
**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 3

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b><u>Geometry</u></b>					
<b>Student Digital Licenses</b>					
1789400	9780358398790 Into Geometry Student License Digital 5 Year Includes: Digital Student Resource 5 Year Digital Geometry Implementation Success	\$90.00	65	\$5,850.00	
<b>Total for Student Digital Licenses</b>		<b>\$5,850.00</b>			
<b>Teacher Digital Licenses</b>					
1808522	9780358555322 Into Geometry Teacher License Digital 5 Year Includes: Into Geometry Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			3
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1742563	9780358055310 Into Geometry Teacher Edition	\$150.00	3	\$450.00	
1750381	9780358119395 Into Geometry Planning and Pacing Guide Grade 10	\$10.35	3	\$31.05	
<b>Student Materials</b>					
1742480	9780358055280 Into Geometry Student Edition	\$45.00	65	\$2,925.00	
1771586	9780358264743 Into Geometry Journal and Practice Workbook 5 Year Print	\$43.00	65	\$2,795.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$6,201.05</b>			
<b>Total for Geometry</b>		<b>\$12,051.05</b>			

<b><u>Algebra 2</u></b>					
<b>Student Digital Licenses</b>					
1789397	9780358398769 Into Algebra 2 Student License Digital 5 Year Includes: Digital Student Resource 5 Year Digital Algebra 2 Implementation Success	\$90.00	80	\$7,200.00	
<b>Total for Student Digital Licenses</b>		<b>\$7,200.00</b>			
<b>Teacher Digital Licenses</b>					
1808528	9780358555384 Into Algebra 2 Teacher License Digital 5 Year Includes: Into Algebra 2 Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			3
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

## Proposal for

**Magnolia Science Academy 3**

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1742564 9780358055327	Into Algebra 2 Teacher Edition	\$150.00	3	\$450.00	
1750382 9780358119401	Into Algebra 2 Planning and Pacing Guide Grade 11	\$10.35	3	\$31.05	
<b>Student Materials</b>					
1742481 9780358055297	Into Algebra 2 Student Edition	\$45.00	80	\$3,600.00	
1771585 9780358264736	Into Algebra 2 Journal and Practice Workbook 5 Year Print	\$43.00	80	\$3,440.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$7,521.05</b>			
<b>Total for Algebra 2</b>		<b>\$14,721.05</b>			

<b>Total Savings:</b>	<b>\$7,125.00</b>
<b>Subtotal Purchase Amount:</b>	<b>\$71,806.65</b>
<b>Shipping &amp; Handling:</b>	<b>\$9,319.33</b>
<b>Sales Tax:</b>	<b>\$4,348.68</b>

**Total Cost of Proposal (PO Amount): \$85,474.66**

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hmhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647



## Proposal for Magnolia Science Academy 3

**Total Cost of Proposal (PO Amount): \$85,474.66**

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - o Point of Contact for Print materials
  - o Point of Contact for Digital materials
  - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.
 

<b>Ship to:</b> Magnolia Science Academy 3 1254 E Helmick St Carson, CA 90746-3164	<b>Sold to:</b> Magnolia Educ and Research Found 250 E 1St St Los Angeles, CA 90012-3811
---	---
- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Destination.
- Any proposed shipping or tax amount provided on this proposal, is based on the Ship To account location quoted within.
- If the location of your delivery changes, please include the proper sales tax and shipping charges for that location in the applicable Purchase Order
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.

Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

**Date of Proposal: 2/8/2023**

**Proposal Expiration Date: 3/25/2023**



# Houghton Mifflin Harcourt

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Traci Lewin  
 tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
 k12orders@hnhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647



# Houghton Mifflin Harcourt

**Proposal #008619687**

Prepared For

## **Magnolia Science Academy 4**

11330 Graham Pl Ste B9  
Los Angeles CA 90064

**Attention:**

**Traci Lewin**

**tlewin@magnoliapublicschools.org**

For the Purchase of:

## **Into Math AGA 5 year**

Prepared By

**Suzy Robins**

**suzy.robins@hmhco.com**

**Please submit this proposal with your purchase order.**

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:

<http://www.hmhco.com/common/terms-conditions>

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org  
**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hmhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 4

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b><u>Algebra 1</u></b>					
<b>Student Digital Licenses</b>					
1789394	9780358398738 Into Algebra 1 Student License Digital 5 Year Includes: Digital Student Resource 5 Year Digital Algebra 1 Implementation Success	\$90.00	28	\$2,520.00	
<b>Total for Student Digital Licenses</b>				<b>\$2,520.00</b>	
<b>Teacher Digital Licenses</b>					
1808500	9780358555209 Into Algebra 1 Teacher License Digital 5 Year Includes: Into Algebra 1 Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1742482	9780358055303 Into Algebra 1 Teacher Edition	\$150.00	2	\$300.00	
1750380	9780358119388 Into Algebra 1 Planning and Pacing Guide Grade 9	\$10.35	2	\$20.70	
<b>Student Materials</b>					
1705762	9781328951816 Into Algebra 1 Student Edition	\$45.00	28	\$1,260.00	
1771584	9780358264729 Into Algebra 1 Journal and Practice Workbook 5 Year Print	\$43.00	28	\$1,204.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$2,784.70</b>	
<b>Total for Algebra 1</b>				<b>\$5,304.70</b>	

<b><u>Geometry</u></b>					
<b>Student Digital Licenses</b>					
1789400	9780358398790 Into Geometry Student License Digital 5 Year Includes: Digital Student Resource 5 Year Digital Geometry Implementation Success	\$90.00	36	\$3,240.00	
<b>Total for Student Digital Licenses</b>				<b>\$3,240.00</b>	
<b>Teacher Digital Licenses</b>					
1808522	9780358555322 Into Geometry Teacher License Digital 5 Year Includes: Into Geometry Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 4

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1742563	9780358055310 Into Geometry Teacher Edition	\$150.00	2	\$300.00	
1750381	9780358119395 Into Geometry Planning and Pacing Guide Grade 10	\$10.35	2	\$20.70	
<b>Student Materials</b>					
1742480	9780358055280 Into Geometry Student Edition	\$45.00	36	\$1,620.00	
1771586	9780358264743 Into Geometry Journal and Practice Workbook 5 Year Print	\$43.00	36	\$1,548.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$3,488.70</b>			
<b>Total for Geometry</b>		<b>\$6,728.70</b>			
<b>Algebra 2</b>					
<b>Student Digital Licenses</b>					
1789397	9780358398769 Into Algebra 2 Student License Digital 5 Year Includes: Digital Student Resource 5 Year Digital Algebra 2 Implementation Success	\$90.00	36	\$3,240.00	
<b>Total for Student Digital Licenses</b>		<b>\$3,240.00</b>			
<b>Teacher Digital Licenses</b>					
1808528	9780358555384 Into Algebra 2 Teacher License Digital 5 Year Includes: Into Algebra 2 Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1742564	9780358055327 Into Algebra 2 Teacher Edition	\$150.00	2	\$300.00	
1750382	9780358119401 Into Algebra 2 Planning and Pacing Guide Grade 11	\$10.35	2	\$20.70	
<b>Student Materials</b>					
1742481	9780358055297 Into Algebra 2 Student Edition	\$45.00	36	\$1,620.00	
1771585	9780358264736 Into Algebra 2 Journal and Practice Workbook 5 Year Print	\$43.00	36	\$1,548.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$3,488.70</b>			
<b>Total for Algebra 2</b>		<b>\$6,728.70</b>			

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Traci Lewin  
 tlewin@magnoliapublicschools.org  
**HMH Confidential and Proprietary**

Send **Orders** to:  
 k12orders@hnhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647

Proposal for

# Magnolia Science Academy 4

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
------	-------	-------	----------	-----------------------	-------------------------

<b>Total Savings:</b>	<b>\$2,250.00</b>
<b>Subtotal Purchase Amount:</b>	<b>\$18,762.10</b>
<b>Shipping &amp; Handling:</b>	<b>\$2,662.50</b>
<b>Sales Tax:</b>	<b>\$1,180.37</b>

---

**Total Cost of Proposal (PO Amount): \$22,604.97**

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Traci Lewin  
 tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
 k12orders@hnhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647

## Proposal for Magnolia Science Academy 4

**Total Cost of Proposal (PO Amount): \$22,604.97**

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - o Point of Contact for Print materials
  - o Point of Contact for Digital materials
  - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.
 

<b>Ship to:</b>	<b>Sold to:</b>
Magnolia Science Academy 4	Magnolia Educ and Research Found
11330 Graham Pl	250 E 1St St
Los Angeles, CA 90064-3725	Los Angeles, CA 90012-3811
- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Destination.
- Any proposed shipping or tax amount provided on this proposal, is based on the Ship To account location quoted within.
- If the location of your delivery changes, please include the proper sales tax and shipping charges for that location in the applicable Purchase Order
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.

Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

**Date of Proposal: 2/8/2023**

**Proposal Expiration Date: 3/25/2023**



# Houghton Mifflin Harcourt

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647



# Houghton Mifflin Harcourt

**Proposal #008619690**

Prepared For

## **Magnolia Science Academy 5**

18238 Sherman Way  
Reseda CA 91335

**Attention:**

**Traci Lewin**

**tlewin@magnoliapublicschools.org**

For the Purchase of:

## **Into Math 6-8 and AGA 5 year**

Prepared By

**Suzy Robins**

**suzy.robins@hmhco.com**

**Please submit this proposal with your purchase order.**

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:

<http://www.hmhco.com/common/terms-conditions>

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hmhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 5

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Grade 6</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	35	\$3,150.00	
<b>Total for Student Digital Licenses</b>				<b>\$3,150.00</b>	
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973	9781328614353 Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	1	\$378.90	
1750434	9780358116301 Into Math Planning and Pacing Guide Grade 6	\$19.45	1	\$19.45	
1756245	9780358157038 Into Math Teacher Edition Collection Grade 6	\$150.00	1	\$150.00	
<b>Student Materials</b>					
1765490	9780358223597 Into Math Student Edition (Consumable) 5 Year Print Grade 6	\$35.00	35	\$1,225.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$1,773.35</b>	
<b>Total for Grade 6</b>				<b>\$4,923.35</b>	

<b>Grade 7</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	30	\$2,700.00	
<b>Total for Student Digital Licenses</b>				<b>\$2,700.00</b>	
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647



# Magnolia Science Academy 5

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973 9781328614353	Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	1	\$378.90	
1750436 9780358116325	Into Math Planning and Pacing Guide Grade 7	\$19.45	1	\$19.45	
1756246 9780358157045	Into Math Teacher Edition Collection Grade 7	\$150.00	1	\$150.00	
<b>Student Materials</b>					
1765491 9780358223603	Into Math Student Edition (Consumable) 5 Year Print Grade 7	\$35.00	30	\$1,050.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$1,598.35</b>			
<b>Total for Grade 7</b>		<b>\$4,298.35</b>			
<b>Grade 8</b>					
<b>Student Digital Licenses</b>					
1789391 9780358398707	Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	40	\$3,600.00	
<b>Total for Student Digital Licenses</b>		<b>\$3,600.00</b>			
<b>Teacher Digital Licenses</b>					
1808546 9780358555902	Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973 9781328614353	Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	1	\$378.90	
1750438 9780358116349	Into Math Planning and Pacing Guide Grade 8	\$19.45	1	\$19.45	
1756247 9780358157052	Into Math Teacher Edition Collection Grade 8	\$150.00	1	\$150.00	
<b>Student Materials</b>					
1765492 9780358223610	Into Math Student Edition (Consumable) 5 Year Print Grade 8	\$35.00	40	\$1,400.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$1,948.35</b>			
<b>Total for Grade 8</b>		<b>\$5,548.35</b>			

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org  
**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 5

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Algebra 1</b>					
<b>Student Digital Licenses</b>					
1789394	9780358398738 Into Algebra 1 Student License Digital 5 Year Includes: Digital Student Resource 5 Year Digital Algebra 1 Implementation Success	\$90.00	45	\$4,050.00	
<b>Total for Student Digital Licenses</b>		<b>\$4,050.00</b>			
<b>Teacher Digital Licenses</b>					
1808500	9780358555209 Into Algebra 1 Teacher License Digital 5 Year Includes: Into Algebra 1 Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1742482	9780358055303 Into Algebra 1 Teacher Edition	\$150.00	1	\$150.00	
1750380	9780358119388 Into Algebra 1 Planning and Pacing Guide Grade 9	\$10.35	1	\$10.35	
<b>Student Materials</b>					
1705762	9781328951816 Into Algebra 1 Student Edition	\$45.00	45	\$2,025.00	
1771584	9780358264729 Into Algebra 1 Journal and Practice Workbook 5 Year Print	\$43.00	45	\$1,935.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$4,120.35</b>			
<b>Total for Algebra 1</b>		<b>\$8,170.35</b>			

<b>Geometry</b>					
<b>Student Digital Licenses</b>					
1789400	9780358398790 Into Geometry Student License Digital 5 Year Includes: Digital Student Resource 5 Year Digital Geometry Implementation Success	\$90.00	40	\$3,600.00	
<b>Total for Student Digital Licenses</b>		<b>\$3,600.00</b>			
<b>Teacher Digital Licenses</b>					
1808522	9780358555322 Into Geometry Teacher License Digital 5 Year Includes: Into Geometry Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hmc.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 5

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1742563 9780358055310	Into Geometry Teacher Edition	\$150.00	1	\$150.00	
1750381 9780358119395	Into Geometry Planning and Pacing Guide Grade 10	\$10.35	1	\$10.35	
<b>Student Materials</b>					
1742480 9780358055280	Into Geometry Student Edition	\$45.00	40	\$1,800.00	
1771586 9780358264743	Into Geometry Journal and Practice Workbook 5 Year Print	\$43.00	40	\$1,720.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$3,680.35</b>			
<b>Total for Geometry</b>		<b>\$7,280.35</b>			
<b>Algebra 2</b>					
<b>Student Digital Licenses</b>					
1789397 9780358398769	Into Algebra 2 Student License Digital 5 Year Includes: Digital Student Resource 5 Year Digital Algebra 2 Implementation Success	\$90.00	35	\$3,150.00	
<b>Total for Student Digital Licenses</b>		<b>\$3,150.00</b>			
<b>Teacher Digital Licenses</b>					
1808528 9780358555384	Into Algebra 2 Teacher License Digital 5 Year Includes: Into Algebra 2 Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1742564 9780358055327	Into Algebra 2 Teacher Edition	\$150.00	1	\$150.00	
1750382 9780358119401	Into Algebra 2 Planning and Pacing Guide Grade 11	\$10.35	1	\$10.35	
<b>Student Materials</b>					
1742481 9780358055297	Into Algebra 2 Student Edition	\$45.00	35	\$1,575.00	
1771585 9780358264736	Into Algebra 2 Journal and Practice Workbook 5 Year Print	\$43.00	35	\$1,505.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$3,240.35</b>			
<b>Total for Algebra 2</b>		<b>\$6,390.35</b>			

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org  
**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hmc.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

Proposal for

# Magnolia Science Academy 5

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
------	-------	-------	----------	-----------------------	-------------------------

<b>Total Savings:</b>	<b>\$2,250.00</b>
<b>Subtotal Purchase Amount:</b>	<b>\$36,611.10</b>
<b>Shipping &amp; Handling:</b>	<b>\$4,764.33</b>
<b>Sales Tax:</b>	<b>\$2,007.00</b>

---

**Total Cost of Proposal (PO Amount): \$43,382.43**

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Traci Lewin  
 tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
 k12orders@hnhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647

## Magnolia Science Academy 5

**Total Cost of Proposal (PO Amount): \$43,382.43**

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - o Point of Contact for Print materials
  - o Point of Contact for Digital materials
  - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.
 

<p><b>Ship to:</b> Magnolia Science Academy 5 18230 Kittridge St Reseda, CA 91335-6121</p>	<p><b>Sold to:</b> Magnolia Educ and Research Found 250 E 1St St Los Angeles, CA 90012-3811</p>
--	---
- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Destination.
- Any proposed shipping or tax amount provided on this proposal, is based on the Ship To account location quoted within.
- If the location of your delivery changes, please include the proper sales tax and shipping charges for that location in the applicable Purchase Order
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.

Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

**Date of Proposal: 2/8/2023**

**Proposal Expiration Date: 3/25/2023**



# Houghton Mifflin Harcourt

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647



# Houghton Mifflin Harcourt

**Proposal #008619755**

Prepared For

## **Magnolia Science Academy 6**

**745 S Wilton Pl  
Los Angeles CA 90005**

**Attention:**

**Traci Lewin**

**tlewin@magnoliapublicschools.org**

For the Purchase of:

## **Into Math 6-8 5 year**

Prepared By

**Suzy Robins**

**suzy.robins@hmhco.com**

**Please submit this proposal with your purchase order.**

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:

<http://www.hmhco.com/common/terms-conditions>

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hmhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 6

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Grade 6</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	40	\$3,600.00	
<b>Total for Student Digital Licenses</b>				<b>\$3,600.00</b>	
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973	9781328614353 Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	2	\$757.80	
1750434	9780358116301 Into Math Planning and Pacing Guide Grade 6	\$19.45	2	\$38.90	
1756245	9780358157038 Into Math Teacher Edition Collection Grade 6	\$150.00	2	\$300.00	
<b>Student Materials</b>					
1765490	9780358223597 Into Math Student Edition (Consumable) 5 Year Print Grade 6	\$35.00	40	\$1,400.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$2,496.70</b>	
<b>Total for Grade 6</b>				<b>\$6,096.70</b>	

<b>Grade 7</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	40	\$3,600.00	
<b>Total for Student Digital Licenses</b>				<b>\$3,600.00</b>	
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 6

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973 9781328614353	Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	2	\$757.80	
1750436 9780358116325	Into Math Planning and Pacing Guide Grade 7	\$19.45	2	\$38.90	
1756246 9780358157045	Into Math Teacher Edition Collection Grade 7	\$150.00	2	\$300.00	
<b>Student Materials</b>					
1765491 9780358223603	Into Math Student Edition (Consumable) 5 Year Print Grade 7	\$35.00	40	\$1,400.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$2,496.70</b>			
<b>Total for Grade 7</b>		<b>\$6,096.70</b>			
<b>Accelerated 7</b>					
<b>Student Digital Licenses</b>					
1789391 9780358398707	Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	10	\$900.00	
<b>Total for Student Digital Licenses</b>		<b>\$900.00</b>			
<b>Teacher Digital Licenses</b>					
1808546 9780358555902	Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973 9781328614353	Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	1	\$378.90	
1750439 9780358116356	Into Math Planning and Pacing Guide Accelerated 7	\$19.45	1	\$19.45	
1756250 9780358157083	Into Math Teacher Edition Collection Accelerated 7	\$150.00	1	\$150.00	
<b>Student Materials</b>					
1765495 9780358223702	Into Math Student Edition (Consumable) 5 Year Print Accelerated 7	\$35.00	10	\$350.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$898.35</b>			
<b>Total for Accelerated 7</b>		<b>\$1,798.35</b>			

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org  
**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647



# Magnolia Science Academy 6

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Grade 8</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	40	\$3,600.00	
<b>Total for Student Digital Licenses</b>		<b>\$3,600.00</b>			
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973	9781328614353 Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	2	\$757.80	
1750438	9780358116349 Into Math Planning and Pacing Guide Grade 8	\$19.45	2	\$38.90	
1756247	9780358157052 Into Math Teacher Edition Collection Grade 8	\$150.00	2	\$300.00	
<b>Student Materials</b>					
1765492	9780358223610 Into Math Student Edition (Consumable) 5 Year Print Grade 8	\$35.00	40	\$1,400.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$2,496.70</b>			
<b>Total for Grade 8</b>		<b>\$6,096.70</b>			

<b>Advanced 1</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	10	\$900.00	
<b>Total for Student Digital Licenses</b>		<b>\$900.00</b>			
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 6

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973 9781328614353	Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	1	\$378.90	
1750435 9780358116318	Into Math Planning and Pacing Guide Advanced 1	\$19.45	1	\$19.45	
1756248 9780358157069	Into Math Teacher Edition Collection Advanced 1	\$150.00	1	\$150.00	
<b>Student Materials</b>					
1765493 9780358223689	Into Math Student Edition (Consumable) 5 Year Print Advanced 1	\$35.00	10	\$350.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$898.35</b>			
<b>Total for Advanced 1</b>		<b>\$1,798.35</b>			

<b>Total Savings:</b>	<b>\$3,000.00</b>
<b>Subtotal Purchase Amount:</b>	<b>\$21,886.80</b>
<b>Shipping &amp; Handling:</b>	<b>\$2,767.61</b>
<b>Sales Tax:</b>	<b>\$1,145.22</b>
<b>Total Cost of Proposal (PO Amount):</b>	<b>\$25,799.63</b>

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Traci Lewin  
 tlewin@magnoliapublicschools.org  
**HMH Confidential and Proprietary**

Send **Orders** to:  
 k12orders@hmhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647

## Magnolia Science Academy 6

**Total Cost of Proposal (PO Amount): \$25,799.63**

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - o Point of Contact for Print materials
  - o Point of Contact for Digital materials
  - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.
 

<p><b>Ship to:</b> Magnolia Science Academy 6 3754 Dunn Dr Los Angeles, CA 90034-5805</p>	<p><b>Sold to:</b> Magnolia Educ and Research Found 250 E 1St St Los Angeles, CA 90012-3811</p>
---	---
- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Destination.
- Any proposed shipping or tax amount provided on this proposal, is based on the Ship To account location quoted within.
- If the location of your delivery changes, please include the proper sales tax and shipping charges for that location in the applicable Purchase Order
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.

Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

**Date of Proposal: 2/8/2023**

**Proposal Expiration Date: 3/25/2023**



# Houghton Mifflin Harcourt

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647



# Houghton Mifflin Harcourt

**Proposal #008619761**

Prepared For

## **Magnolia Science Academy 7**

18355 Roscoe Blvd  
Northridge CA 91325

**Attention:**

**Traci Lewin**

**tlewin@magnoliapublicschools.org**

For the Purchase of:

## **Into Math K-5 5 year**

Prepared By

**Suzy Robins**

**suzy.robins@hmhco.com**

**Please submit this proposal with your purchase order.**

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:

<http://www.hmhco.com/common/terms-conditions>

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org  
**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hmhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 7

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Grade K</b>					
<b>Student Digital Licenses</b>					
1789388	9780358398677 Into Math Student License Digital 5 Year Grades K-5 Includes: Digital Student Resources 5 Year Digital Grade K-5 Implementation Success	\$90.00	50	\$4,500.00	
<b>Total for Student Digital Licenses</b>				<b>\$4,500.00</b>	
<b>Teacher Digital Licenses</b>					
1808534	9780358555780 Into Math Teacher License Digital 5 Year Grades K-5 Includes: Into Math Digital Teacher Resources 5 Year Grades K-5 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732957	9781328613998 Into Math Premium Manipulatives Kit Grade K	\$378.90	2	\$757.80	
1753079	9780358132653 Into Math Teacher Edition Collection Grade K	\$150.00	2	\$300.00	
1749826	9780358111931 Into Math Planning and Pacing Guide Grade K	\$19.45	2	\$38.90	
1749808	9780358111757 Into Math TE Flipchart Grade K	\$109.90	2	\$219.80	
1749802	9780358111696 Into Math Unit Project Cards Grade K	\$14.85	2	\$29.70	
1749820	9780358111870 Into Math Game and Activity Cards Grade K	\$14.85	2	\$29.70	
1729167	9781328584106 Into Math Math Reader Collection Grade K	\$31.60	2	\$63.20	
<b>Student Materials</b>					
1814925	9780358608776 2020 Into Math Student Edition Collection with Practice and Homework Journal Set 5 Year Print Grade K	\$35.00	50	\$1,750.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$3,189.10</b>	
<b>Total for Grade K</b>				<b>\$7,689.10</b>	

<b>Grade 1</b>					
<b>Student Digital Licenses</b>					
1789388	9780358398677 Into Math Student License Digital 5 Year Grades K-5 Includes: Digital Student Resources 5 Year Digital Grade K-5 Implementation Success	\$90.00	50	\$4,500.00	
<b>Total for Student Digital Licenses</b>				<b>\$4,500.00</b>	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org  
**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 7

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Teacher Digital Licenses</b>					
1808534	9780358555780 Into Math Teacher License Digital 5 Year Grades K-5 Includes: Into Math Digital Teacher Resources 5 Year Grades K-5 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732958	9781328614308 Into Math Premium Manipulatives Kit Grade 1	\$378.90	2	\$757.80	
1753080	9780358132660 Into Math Teacher Edition Collection Grade 1	\$150.00	2	\$300.00	
1749827	9780358111948 Into Math Planning and Pacing Guide Grade 1	\$19.45	2	\$38.90	
1749809	9780358111764 Into Math TE Flipchart Grade 1	\$109.90	2	\$219.80	
1749803	9780358111702 Into Math Unit Project Cards Grade 1	\$14.85	2	\$29.70	
1749821	9780358111887 Into Math Game and Activity Cards Grade 1	\$14.85	2	\$29.70	
1729168	9781328584113 Into Math Math Reader Collection Grade 1	\$37.80	2	\$75.60	
<b>Student Materials</b>					
1814926	9780358608783 2020 Into Math Student Edition Collection with Practice and Homework Journal Set 5 Year Print Grade 1	\$35.00	50	\$1,750.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$3,201.50</b>			
<b>Total for Grade 1</b>		<b>\$7,701.50</b>			

## Grade 2

<b>Student Digital Licenses</b>					
1789388	9780358398677 Into Math Student License Digital 5 Year Grades K-5 Includes: Digital Student Resources 5 Year Digital Grade K-5 Implementation Success	\$90.00	50	\$4,500.00	
<b>Total for Student Digital Licenses</b>		<b>\$4,500.00</b>			
<b>Teacher Digital Licenses</b>					
1808534	9780358555780 Into Math Teacher License Digital 5 Year Grades K-5 Includes: Into Math Digital Teacher Resources 5 Year Grades K-5 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 7

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Teacher Materials</b>					
1732959	9781328614315 Into Math Premium Manipulatives Kit Grade 2	\$378.90	2	\$757.80	
1753081	9780358132677 Into Math Teacher Edition Collection Grade 2	\$150.00	2	\$300.00	
1749828	9780358111955 Into Math Planning and Pacing Guide Grade 2	\$19.45	2	\$38.90	
1749810	9780358111771 Into Math TE Flipchart Grade 2	\$109.90	2	\$219.80	
1749804	9780358111719 Into Math Unit Project Cards Grade 2	\$14.85	2	\$29.70	
1749822	9780358111894 Into Math Game and Activity Cards Grade 2	\$14.85	2	\$29.70	
1729169	9781328584120 Into Math Math Reader Collection Grade 2	\$44.10	2	\$88.20	
<b>Student Materials</b>					
1814927	9780358608790 2020 Into Math Student Edition Collection with Practice and Homework Journal Set 5 Year Print Grade 2	\$35.00	50	\$1,750.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$3,214.10</b>			

---

**Total for Grade 2** **\$7,714.10**

<b>Grade 3</b>					
<b>Student Digital Licenses</b>					
1789388	9780358398677 Into Math Student License Digital 5 Year Grades K-5 Includes: Digital Student Resources 5 Year Digital Grade K-5 Implementation Success	\$90.00	50	\$4,500.00	
<b>Total for Student Digital Licenses</b>		<b>\$4,500.00</b>			
<b>Teacher Digital Licenses</b>					
1808534	9780358555780 Into Math Teacher License Digital 5 Year Grades K-5 Includes: Into Math Digital Teacher Resources 5 Year Grades K-5 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					

<b>Teacher Materials</b>					
1732960	9781328614322 Into Math Premium Manipulatives Kit Grade 3	\$378.90	2	\$757.80	
1753082	9780358132684 Into Math Teacher Edition Collection Grade 3	\$150.00	2	\$300.00	
1749829	9780358111962 Into Math Planning and Pacing Guide Grade 3	\$19.45	2	\$38.90	
1749811	9780358111788 Into Math TE Flipchart Grade 3	\$109.90	2	\$219.80	
1749805	9780358111726 Into Math Unit Project Cards Grade 3	\$14.85	2	\$29.70	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Academy 7

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
1749823 9780358111900	Into Math Game and Activity Cards Grade 3	\$14.85	2	\$29.70	
1729170 9781328584137	Into Math Math Reader Collection Grade 3	\$37.80	2	\$75.60	
<b>Student Materials</b>					
1814928 9780358608806	2020 Into Math Student Edition Collection with Practice and Homework Journal Set 5 Year Print Grade 3	\$35.00	50	\$1,750.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$3,201.50</b>	
<hr/>					
<b>Total for Grade 3</b>				<b>\$7,701.50</b>	
<hr/>					
<b>Grade 4</b>					
<b>Student Digital Licenses</b>					
1789388 9780358398677	Into Math Student License Digital 5 Year Grades K-5 Includes: Digital Student Resources 5 Year Digital Grade K-5 Implementation Success	\$90.00	55	\$4,950.00	
<b>Total for Student Digital Licenses</b>				<b>\$4,950.00</b>	
<b>Teacher Digital Licenses</b>					
1808534 9780358555780	Into Math Teacher License Digital 5 Year Grades K-5 Includes: Into Math Digital Teacher Resources 5 Year Grades K-5 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732961 9781328614339	Into Math Premium Manipulatives Kit Grade 4	\$378.90	2	\$757.80	
1753083 9780358132691	Into Math Teacher Edition Collection Grade 4	\$150.00	2	\$300.00	
1749830 9780358111979	Into Math Planning and Pacing Guide Grade 4	\$19.45	2	\$38.90	
1749812 9780358111795	Into Math TE Flipchart Grade 4	\$109.90	2	\$219.80	
1749806 9780358111733	Into Math Unit Project Cards Grade 4	\$14.85	2	\$29.70	
1749824 9780358111917	Into Math Game and Activity Cards Grade 4	\$14.85	2	\$29.70	
1729171 9781328584144	Into Math Math Reader Collection Grade 4	\$44.10	2	\$88.20	
<b>Student Materials</b>					
1814929 9780358608813	2020 Into Math Student Edition Collection with Practice and Homework Journal Set 5 Year Print Grade 4	\$35.00	55	\$1,925.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$3,389.10</b>	

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Traci Lewin  
 tlewin@magnoliapublicschools.org  
**HMH Confidential and Proprietary**

Send **Orders** to:  
 k12orders@hnhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647



# Magnolia Science Academy 7

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Total for Grade 4</b>		<b>\$8,339.10</b>			
<b>Grade 5</b>					
<b>Student Digital Licenses</b>					
1789388	9780358398677 Into Math Student License Digital 5 Year Grades K-5 Includes: Digital Student Resources 5 Year Digital Grade K-5 Implementation Success	\$90.00	55	\$4,950.00	
<b>Total for Student Digital Licenses</b>		<b>\$4,950.00</b>			
<b>Teacher Digital Licenses</b>					
1808534	9780358555780 Into Math Teacher License Digital 5 Year Grades K-5 Includes: Into Math Digital Teacher Resources 5 Year Grades K-5 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732962	9781328614346 Into Math Premium Manipulatives Kit Grade 5	\$378.90	2	\$757.80	
1753084	9780358132707 Into Math Teacher Edition Collection Grade 5	\$150.00	2	\$300.00	
1749831	9780358111986 Into Math Planning and Pacing Guide Grade 5	\$19.45	2	\$38.90	
1749813	9780358111801 Into Math TE Flipchart Grade 5	\$109.90	2	\$219.80	
1749807	9780358111740 Into Math Unit Project Cards Grade 5	\$14.85	2	\$29.70	
1749825	9780358111924 Into Math Game and Activity Cards Grade 5	\$14.85	2	\$29.70	
1729172	9781328584151 Into Math Math Reader Collection Grade 5	\$50.50	2	\$101.00	
<b>Student/District Materials</b>					
1814930	9780358608820 2020 Into Math Student Edition Collection with Practice and Homework Journal Set 5 Year Print Grade 5	\$35.00	55	\$1,925.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$3,401.90</b>			
<b>Total for Grade 5</b>		<b>\$8,351.90</b>			

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org  
**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

Proposal for

# Magnolia Science Academy 7

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
------	-------	-------	----------	-----------------------	-------------------------

<i>Total Savings:</i>	\$4,500.00
<i>Subtotal Purchase Amount:</i>	\$47,497.20
<i>Shipping &amp; Handling:</i>	\$5,781.57
<i>Sales Tax:</i>	\$2,411.07

---

**Total Cost of Proposal (PO Amount): \$55,689.84**

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Traci Lewin  
 tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
 k12orders@hnhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647

**Magnolia Science Academy 7**

<b>Total Cost of Proposal (PO Amount): \$55,689.84</b>
--

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - o Point of Contact for Print materials
  - o Point of Contact for Digital materials
  - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.
 

<b>Ship to:</b> Magnolia Science Academy 7 18355 Roscoe Blvd Northridge, CA 91325-4104	<b>Sold to:</b> Magnolia Educ and Research Found 250 E 1St St Los Angeles, CA 90012-3811
---	---
- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Destination.
- Any proposed shipping or tax amount provided on this proposal, is based on the Ship To account location quoted within.
- If the location of your delivery changes, please include the proper sales tax and shipping charges for that location in the applicable Purchase Order
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.

Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

**Date of Proposal: 2/8/2023****Proposal Expiration Date: 3/25/2023****Houghton Mifflin Harcourt**

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Traci Lewin  
 tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
 k12orders@hnhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647



# Houghton Mifflin Harcourt

Proposal #008619772

Prepared For

## Magnolia Science Acad 8 Bell

6411 Orchard Ave  
Bell CA 90201

Attention:

Traci Lewin

[tlewin@magnoliapublicschools.org](mailto:tlewin@magnoliapublicschools.org)

For the Purchase of:

## Into Math 6-8 and AGA 5 year

Prepared By

Suzy Robins

[suzy.robins@hmhco.com](mailto:suzy.robins@hmhco.com)

**Please submit this proposal with your purchase order.**

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:

<http://www.hmhco.com/common/terms-conditions>

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
[tlewin@magnoliapublicschools.org](mailto:tlewin@magnoliapublicschools.org)

**HMH Confidential and Proprietary**

Send **Orders** to:  
[k12orders@hmhco.com](mailto:k12orders@hmhco.com)  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Acad 8 Bell

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Grade 6</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	150	\$13,500.00	
<b>Total for Student Digital Licenses</b>				<b>\$13,500.00</b>	
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973	9781328614353 Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	1	\$378.90	
1750434	9780358116301 Into Math Planning and Pacing Guide Grade 6	\$19.45	1	\$19.45	
1756245	9780358157038 Into Math Teacher Edition Collection Grade 6	\$150.00	1	\$150.00	
<b>Student Materials</b>					
1765490	9780358223597 Into Math Student Edition (Consumable) 5 Year Print Grade 6	\$35.00	150	\$5,250.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$5,798.35</b>	
<b>Total for Grade 6</b>				<b>\$19,298.35</b>	

<b>Grade 7</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	170	\$15,300.00	
<b>Total for Student Digital Licenses</b>				<b>\$15,300.00</b>	
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hmc.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Acad 8 Bell

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973 9781328614353	Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	1	\$378.90	
1750436 9780358116325	Into Math Planning and Pacing Guide Grade 7	\$19.45	1	\$19.45	
1756246 9780358157045	Into Math Teacher Edition Collection Grade 7	\$150.00	1	\$150.00	
<b>Student Materials</b>					
1765491 9780358223603	Into Math Student Edition (Consumable) 5 Year Print Grade 7	\$35.00	170	\$5,950.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$6,498.35</b>			
<b>Total for Grade 7</b>		<b>\$21,798.35</b>			
<b>Grade 8</b>					
<b>Student Digital Licenses</b>					
1789391 9780358398707	Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	170	\$15,300.00	
<b>Total for Student Digital Licenses</b>		<b>\$15,300.00</b>			
<b>Teacher Digital Licenses</b>					
1808546 9780358555902	Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973 9781328614353	Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	1	\$378.90	
1750438 9780358116349	Into Math Planning and Pacing Guide Grade 8	\$19.45	1	\$19.45	
1756247 9780358157052	Into Math Teacher Edition Collection Grade 8	\$150.00	1	\$150.00	
<b>Student Materials</b>					
1765492 9780358223610	Into Math Student Edition (Consumable) 5 Year Print Grade 8	\$35.00	170	\$5,950.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$6,498.35</b>			
<b>Total for Grade 8</b>		<b>\$21,798.35</b>			

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org  
**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Science Acad 8 Bell

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Algebra 1</b>					
<b><u>Into AGA</u></b>					
1808500	9780358555209 Into Algebra 1 Teacher License Digital 5 Year	\$375.00			1
1742482	9780358055303 Into Algebra 1 Teacher Edition	\$150.00	1	\$150.00	
1750380	9780358119388 Into Algebra 1 Planning and Pacing Guide Grade 9	\$10.35	1	\$10.35	
<b>Total for Algebra 1</b>		<b>\$160.35</b>			
<b>Into Geometry</b>					
1808522	9780358555322 Into Geometry Teacher License Digital 5 Year	\$375.00			1
1742563	9780358055310 Into Geometry Teacher Edition	\$150.00	1	\$150.00	
1750381	9780358119395 Into Geometry Planning and Pacing Guide Grade 10	\$10.35	1	\$10.35	
<b>Total for Into Geometry</b>		<b>\$160.35</b>			
<b><u>Total for Into AGA</u></b>		<b>\$320.70</b>			

<b>Total Savings:</b>	<b>\$1,875.00</b>
<b>Subtotal Purchase Amount:</b>	<b>\$63,215.75</b>
<b>Shipping &amp; Handling:</b>	<b>\$7,478.21</b>
<b>Sales Tax:</b>	<b>\$2,526.49</b>

---

**Total Cost of Proposal (PO Amount): \$73,220.45**

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Traci Lewin  
 tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
 k12orders@hnhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647

## Proposal for Magnolia Science Acad 8 Bell

**Total Cost of Proposal (PO Amount): \$73,220.45**

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - o Point of Contact for Print materials
  - o Point of Contact for Digital materials
  - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.
 

<b>Ship to:</b> Magnolia Science Academy 8 Bell 6411 Orchard Ave Bell Gardens, CA 90201-2222	<b>Sold to:</b> Magnolia Educ and Research Found 250 E 1St St Los Angeles, CA 90012-3811
---	---
- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Destination.
- Any proposed shipping or tax amount provided on this proposal, is based on the Ship To account location quoted within.
- If the location of your delivery changes, please include the proper sales tax and shipping charges for that location in the applicable Purchase Order
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.

Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

**Date of Proposal: 2/8/2023**

**Proposal Expiration Date: 3/25/2023**



# Houghton Mifflin Harcourt

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Traci Lewin  
 tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
 k12orders@hnhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647





# Houghton Mifflin Harcourt

**Proposal #008619778**

Prepared For

**Magnolia Sci Acad-Santa Ana**

2840 W 1st St  
Santa Ana CA 92703

**Attention:**

**Traci Lewin**

**tlewin@magnoliapublicschools.org**

For the Purchase of:

**Into Math K-8 and AGA 5 year**

Prepared By

**Suzy Robins**

**suzy.robins@hmhco.com**

**Please submit this proposal with your purchase order.**

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:

<http://www.hmhco.com/common/terms-conditions>

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hmhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Sci Acad-Santa Ana

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Grade K</b>					
<b>Student Digital Licenses</b>					
1789388	9780358398677 Into Math Student License Digital 5 Year Grades K-5 Includes: Digital Student Resources 5 Year Digital Grade K-5 Implementation Success	\$90.00	52	\$4,680.00	
<b>Total for Student Digital Licenses</b>				<b>\$4,680.00</b>	
<b>Teacher Digital Licenses</b>					
1808534	9780358555780 Into Math Teacher License Digital 5 Year Grades K-5 Includes: Into Math Digital Teacher Resources 5 Year Grades K-5 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732957	9781328613998 Into Math Premium Manipulatives Kit Grade K	\$378.90	2	\$757.80	
1753079	9780358132653 Into Math Teacher Edition Collection Grade K	\$150.00	2	\$300.00	
1749826	9780358111931 Into Math Planning and Pacing Guide Grade K	\$19.45	2	\$38.90	
1749808	9780358111757 Into Math TE Flipchart Grade K	\$109.90	2	\$219.80	
1749802	9780358111696 Into Math Unit Project Cards Grade K	\$14.85	2	\$29.70	
1749820	9780358111870 Into Math Game and Activity Cards Grade K	\$14.85	2	\$29.70	
1729167	9781328584106 Into Math Math Reader Collection Grade K	\$31.60	2	\$63.20	
<b>Student Materials</b>					
1814925	9780358608776 2020 Into Math Student Edition Collection with Practice and Homework Journal Set 5 Year Print Grade K	\$35.00	52	\$1,820.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$3,259.10</b>	
<b>Total for Grade K</b>				<b>\$7,939.10</b>	

<b>Grade 1</b>					
<b>Student Digital Licenses</b>					
1789388	9780358398677 Into Math Student License Digital 5 Year Grades K-5 Includes: Digital Student Resources 5 Year Digital Grade K-5 Implementation Success	\$90.00	30	\$2,700.00	
<b>Total for Student Digital Licenses</b>				<b>\$2,700.00</b>	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Sci Acad-Santa Ana

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Teacher Digital Licenses</b>					
1808534	9780358555780 Into Math Teacher License Digital 5 Year Grades K-5 Includes: Into Math Digital Teacher Resources 5 Year Grades K-5 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732958	9781328614308 Into Math Premium Manipulatives Kit Grade 1	\$378.90	2	\$757.80	
1753080	9780358132660 Into Math Teacher Edition Collection Grade 1	\$150.00	2	\$300.00	
1749827	9780358111948 Into Math Planning and Pacing Guide Grade 1	\$19.45	2	\$38.90	
1749809	9780358111764 Into Math TE Flipchart Grade 1	\$109.90	2	\$219.80	
1749803	9780358111702 Into Math Unit Project Cards Grade 1	\$14.85	2	\$29.70	
1749821	9780358111887 Into Math Game and Activity Cards Grade 1	\$14.85	2	\$29.70	
1729168	9781328584113 Into Math Math Reader Collection Grade 1	\$37.80	2	\$75.60	
<b>Student Materials</b>					
1814926	9780358608783 2020 Into Math Student Edition Collection with Practice and Homework Journal Set 5 Year Print Grade 1	\$35.00	30	\$1,050.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$2,501.50</b>			
<b>Total for Grade 1</b>		<b>\$5,201.50</b>			

## Grade 2

<b>Student Digital Licenses</b>					
1789388	9780358398677 Into Math Student License Digital 5 Year Grades K-5 Includes: Digital Student Resources 5 Year Digital Grade K-5 Implementation Success	\$90.00	21	\$1,890.00	
<b>Total for Student Digital Licenses</b>		<b>\$1,890.00</b>			
<b>Teacher Digital Licenses</b>					
1808534	9780358555780 Into Math Teacher License Digital 5 Year Grades K-5 Includes: Into Math Digital Teacher Resources 5 Year Grades K-5 Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Sci Acad-Santa Ana

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Teacher Materials</b>					
1732959	9781328614315 Into Math Premium Manipulatives Kit Grade 2	\$378.90	1	\$378.90	
1753081	9780358132677 Into Math Teacher Edition Collection Grade 2	\$150.00	1	\$150.00	
1749828	9780358111955 Into Math Planning and Pacing Guide Grade 2	\$19.45	1	\$19.45	
1749810	9780358111771 Into Math TE Flipchart Grade 2	\$109.90	1	\$109.90	
1749804	9780358111719 Into Math Unit Project Cards Grade 2	\$14.85	1	\$14.85	
1749822	9780358111894 Into Math Game and Activity Cards Grade 2	\$14.85	1	\$14.85	
1729169	9781328584120 Into Math Math Reader Collection Grade 2	\$44.10	1	\$44.10	
<b>Student Materials</b>					
1814927	9780358608790 2020 Into Math Student Edition Collection with Practice and Homework Journal Set 5 Year Print Grade 2	\$35.00	21	\$735.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$1,467.05</b>	

---

**Total for Grade 2** **\$3,357.05**

<b>Grade 3</b>					
<b>Student Digital Licenses</b>					
1789388	9780358398677 Into Math Student License Digital 5 Year Grades K-5 Includes: Digital Student Resources 5 Year Digital Grade K-5 Implementation Success	\$90.00	30	\$2,700.00	
<b>Total for Student Digital Licenses</b>				<b>\$2,700.00</b>	
<b>Teacher Digital Licenses</b>					
1808534	9780358555780 Into Math Teacher License Digital 5 Year Grades K-5 Includes: Into Math Digital Teacher Resources 5 Year Grades K-5 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	
<b>A la Carte Items Available for Purchase</b>					

<b>Teacher Materials</b>					
1732960	9781328614322 Into Math Premium Manipulatives Kit Grade 3	\$378.90	2	\$757.80	
1753082	9780358132684 Into Math Teacher Edition Collection Grade 3	\$150.00	2	\$300.00	
1749829	9780358111962 Into Math Planning and Pacing Guide Grade 3	\$19.45	2	\$38.90	
1749811	9780358111788 Into Math TE Flipchart Grade 3	\$109.90	2	\$219.80	
1749805	9780358111726 Into Math Unit Project Cards Grade 3	\$14.85	2	\$29.70	

Send <b>Check Payments</b> to: Houghton Mifflin Harcourt Publishing Company 14046 Collections Center Drive Chicago, IL 60693	Attention: Traci Lewin tlewin@magnoliapublicschools.org  <b>HMH Confidential and Proprietary</b>	Send <b>Orders</b> to: k12orders@hnhco.com FAX: 800-269-5232 HMH Orders 9400 Southpark Center Loop Orlando, FL 32819-8647
---	--	--

# Magnolia Sci Acad-Santa Ana

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
1749823 9780358111900	Into Math Game and Activity Cards Grade 3	\$14.85	2	\$29.70	
1729170 9781328584137	Into Math Math Reader Collection Grade 3	\$37.80	2	\$75.60	
<b>Student Materials</b>					
1814928 9780358608806	2020 Into Math Student Edition Collection with Practice and Homework Journal Set 5 Year Print Grade 3	\$35.00	30	\$1,050.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$2,501.50</b>			
<b>Total for Grade 3</b>		<b>\$5,201.50</b>			
<b>Grade 4</b>					
<b>Student Digital Licenses</b>					
1789388 9780358398677	Into Math Student License Digital 5 Year Grades K-5 Includes: Digital Student Resources 5 Year Digital Grade K-5 Implementation Success	\$90.00	38	\$3,420.00	
<b>Total for Student Digital Licenses</b>		<b>\$3,420.00</b>			
<b>Teacher Digital Licenses</b>					
1808534 9780358555780	Into Math Teacher License Digital 5 Year Grades K-5 Includes: Into Math Digital Teacher Resources 5 Year Grades K-5 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732961 9781328614339	Into Math Premium Manipulatives Kit Grade 4	\$378.90	2	\$757.80	
1753083 9780358132691	Into Math Teacher Edition Collection Grade 4	\$150.00	2	\$300.00	
1749830 9780358111979	Into Math Planning and Pacing Guide Grade 4	\$19.45	2	\$38.90	
1749812 9780358111795	Into Math TE Flipchart Grade 4	\$109.90	2	\$219.80	
1749806 9780358111733	Into Math Unit Project Cards Grade 4	\$14.85	2	\$29.70	
1749824 9780358111917	Into Math Game and Activity Cards Grade 4	\$14.85	2	\$29.70	
1729171 9781328584144	Into Math Math Reader Collection Grade 4	\$44.10	2	\$88.20	
<b>Student Materials</b>					
1814929 9780358608813	2020 Into Math Student Edition Collection with Practice and Homework Journal Set 5 Year Print Grade 4	\$35.00	38	\$1,330.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$2,794.10</b>			

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Sci Acad-Santa Ana

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Total for Grade 4</b>		<b>\$6,214.10</b>			
<b>Grade 5</b>					
<b>Student Digital Licenses</b>					
1789388	9780358398677 Into Math Student License Digital 5 Year Grades K-5 Includes: Digital Student Resources 5 Year Digital Grade K-5 Implementation Success	\$90.00	45	\$4,050.00	
<b>Total for Student Digital Licenses</b>		<b>\$4,050.00</b>			
<b>Teacher Digital Licenses</b>					
1808534	9780358555780 Into Math Teacher License Digital 5 Year Grades K-5 Includes: Into Math Digital Teacher Resources 5 Year Grades K-5 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732962	9781328614346 Into Math Premium Manipulatives Kit Grade 5	\$378.90	2	\$757.80	
1753084	9780358132707 Into Math Teacher Edition Collection Grade 5	\$150.00	2	\$300.00	
1749831	9780358111986 Into Math Planning and Pacing Guide Grade 5	\$19.45	2	\$38.90	
1749813	9780358111801 Into Math TE Flipchart Grade 5	\$109.90	2	\$219.80	
1749807	9780358111740 Into Math Unit Project Cards Grade 5	\$14.85	2	\$29.70	
1749825	9780358111924 Into Math Game and Activity Cards Grade 5	\$14.85	2	\$29.70	
1729172	9781328584151 Into Math Math Reader Collection Grade 5	\$50.50	2	\$101.00	
<b>Student/District Materials</b>					
1814930	9780358608820 2020 Into Math Student Edition Collection with Practice and Homework Journal Set 5 Year Print Grade 5	\$35.00	45	\$1,575.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$3,051.90</b>			
<b>Total for Grade 5</b>		<b>\$7,101.90</b>			

<b>Grade 6</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes:	\$90.00	70	\$6,300.00	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Sci Acad-Santa Ana

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
	Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success				
<b>Total for Student Digital Licenses</b>		<b>\$6,300.00</b>			
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973	9781328614353 Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	2	\$757.80	
1750434	9780358116301 Into Math Planning and Pacing Guide Grade 6	\$19.45	2	\$38.90	
1756245	9780358157038 Into Math Teacher Edition Collection Grade 6	\$150.00	2	\$300.00	
<b>Student Materials</b>					
1765490	9780358223597 Into Math Student Edition (Consumable) 5 Year Print Grade 6	\$35.00	70	\$2,450.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$3,546.70</b>			
<b>Total for Grade 6</b>		<b>\$9,846.70</b>			

<b>Grade 7</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	80	\$7,200.00	
<b>Total for Student Digital Licenses</b>		<b>\$7,200.00</b>			
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973	9781328614353 Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	1	\$378.90	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Sci Acad-Santa Ana

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
1750436 9780358116325	Into Math Planning and Pacing Guide Grade 7	\$19.45	1	\$19.45	
1756246 9780358157045	Into Math Teacher Edition Collection Grade 7	\$150.00	1	\$150.00	
<b>Student Materials</b>					
1765491 9780358223603	Into Math Student Edition (Consumable) 5 Year Print Grade 7	\$35.00	80	\$2,800.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$3,348.35</b>			

---

**Total for Grade 7** **\$10,548.35**

**Grade 8**

**Student Digital Licenses**

1789391 9780358398707	Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	75	\$6,750.00	
<b>Total for Student Digital Licenses</b>		<b>\$6,750.00</b>			

**Teacher Digital Licenses**

1808546 978035855902	Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					

**Teacher Materials**

1732973 9781328614353	Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	1	\$378.90	
1750438 9780358116349	Into Math Planning and Pacing Guide Grade 8	\$19.45	1	\$19.45	
1756247 9780358157052	Into Math Teacher Edition Collection Grade 8	\$150.00	1	\$150.00	
<b>Student Materials</b>					
1765492 9780358223610	Into Math Student Edition (Consumable) 5 Year Print Grade 8	\$35.00	75	\$2,625.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$3,173.35</b>			

---

**Total for Grade 8** **\$9,923.35**

**Algebra 1**

**Student Digital Licenses**

1789394 9780358398738	Into Algebra 1 Student License Digital 5 Year Includes:	\$90.00	80	\$7,200.00	
-----------------------	--	---------	----	------------	--

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org  
**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647



# Magnolia Sci Acad-Santa Ana

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
	Digital Student Resource 5 Year Digital Algebra 1 Implementation Success				
<b>Total for Student Digital Licenses</b>		<b>\$7,200.00</b>			
<b>Teacher Digital Licenses</b>					
1808500	9780358555209 Into Algebra 1 Teacher License Digital 5 Year Includes: Into Algebra 1 Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1742482	9780358055303 Into Algebra 1 Teacher Edition	\$150.00	2	\$300.00	
1750380	9780358119388 Into Algebra 1 Planning and Pacing Guide Grade 9	\$10.35	2	\$20.70	
<b>Student Materials</b>					
1705762	9781328951816 Into Algebra 1 Student Edition	\$45.00	80	\$3,600.00	
1771584	9780358264729 Into Algebra 1 Journal and Practice Workbook 5 Year Print	\$43.00	80	\$3,440.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$7,360.70</b>			
<b>Total for Algebra 1</b>		<b>\$14,560.70</b>			

## Geometry

<b>Student Digital Licenses</b>					
1789400	9780358398790 Into Geometry Student License Digital 5 Year Includes: Digital Student Resource 5 Year Digital Geometry Implementation Success	\$90.00	90	\$8,100.00	
<b>Total for Student Digital Licenses</b>		<b>\$8,100.00</b>			
<b>Teacher Digital Licenses</b>					
1808522	9780358555322 Into Geometry Teacher License Digital 5 Year Includes: Into Geometry Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1742563	9780358055310 Into Geometry Teacher Edition	\$150.00	2	\$300.00	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Sci Acad-Santa Ana

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
1750381 9780358119395	Into Geometry Planning and Pacing Guide Grade 10	\$10.35	2	\$20.70	
<b>Student Materials</b>					
1742480 9780358055280	Into Geometry Student Edition	\$45.00	90	\$4,050.00	
1771586 9780358264743	Into Geometry Journal and Practice Workbook 5 Year Print	\$43.00	90	\$3,870.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$8,240.70</b>			

---

**Total for Geometry** **\$16,340.70**

**Algebra 2**

**Student Digital Licenses**

1789397 9780358398769	Into Algebra 2 Student License Digital 5 Year Includes: Digital Student Resource 5 Year Digital Algebra 2 Implementation Success	\$90.00	70	\$6,300.00	
<b>Total for Student Digital Licenses</b>		<b>\$6,300.00</b>			

**Teacher Digital Licenses**

1808528 9780358555384	Into Algebra 2 Teacher License Digital 5 Year Includes: Into Algebra 2 Digital Teacher Resources 5 Year Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					

**Teacher Materials**

1742564 9780358055327	Into Algebra 2 Teacher Edition	\$150.00	1	\$150.00	
1750382 9780358119401	Into Algebra 2 Planning and Pacing Guide Grade 11	\$10.35	1	\$10.35	
<b>Student Materials</b>					
1742481 9780358055297	Into Algebra 2 Student Edition	\$45.00	70	\$3,150.00	
1771585 9780358264736	Into Algebra 2 Journal and Practice Workbook 5 Year Print	\$43.00	70	\$3,010.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$6,320.35</b>			

---

**Total for Algebra 2** **\$12,620.35**

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin  
tlewin@magnoliapublicschools.org  
**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

Proposal for

# Magnolia Sci Acad-Santa Ana

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
------	-------	-------	----------	-----------------------	-------------------------

<i>Total Savings:</i>	<b>\$7,500.00</b>
<i>Subtotal Purchase Amount:</i>	<b>\$108,855.30</b>
<i>Shipping &amp; Handling:</i>	<b>\$13,870.54</b>
<i>Sales Tax:</i>	<b>\$5,682.86</b>

---

**Total Cost of Proposal (PO Amount): \$128,408.70**

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Traci Lewin  
 tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
 k12orders@hnhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647

## Magnolia Sci Acad-Santa Ana

**Total Cost of Proposal (PO Amount): \$128,408.70**

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - o Point of Contact for Print materials
  - o Point of Contact for Digital materials
  - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.
 

<b>Ship to:</b> Magnolia Sci Acad Santa Ana-Santa A 2840 W 1St St Santa Ana, CA 92703-4102	<b>Sold to:</b> Magnolia Educ and Research Found 250 E 1St St Los Angeles, CA 90012-3811
---	---
- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Destination.
- Any proposed shipping or tax amount provided on this proposal, is based on the Ship To account location quoted within.
- If the location of your delivery changes, please include the proper sales tax and shipping charges for that location in the applicable Purchase Order
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.

Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

**Date of Proposal: 2/8/2023**

**Proposal Expiration Date: 3/25/2023**



# Houghton Mifflin Harcourt

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Traci Lewin  
 tlewin@magnoliapublicschools.org

**HMH Confidential and Proprietary**

Send **Orders** to:  
 k12orders@hnhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647



# Houghton Mifflin Harcourt

**Proposal #008619782**

Prepared For

## **Magnolia Sci Acad-San Diego**

**6525 Estrella Ave  
San Diego CA 92120**

**Attention:  
Traci Lewin**

For the Purchase of:

## **Into Math 6-8 5 year**

**Prepared By  
Suzy Robins  
suzy.robins@hnhco.com**

**Please submit this proposal with your purchase order.**

Purchase orders or duly executed service agreements for **Professional Services** purchased, must be submitted at least 30 days before the service event date.

For greater detail, the complete Terms of Purchases may be reviewed here:

<http://www.hnhco.com/common/terms-conditions>

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Sci Acad-San Diego

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>Grade 6</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	140	\$12,600.00	
<b>Total for Student Digital Licenses</b>				<b>\$12,600.00</b>	
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			1
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973	9781328614353 Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	1	\$378.90	
1750434	9780358116301 Into Math Planning and Pacing Guide Grade 6	\$19.45	1	\$19.45	
1756245	9780358157038 Into Math Teacher Edition Collection Grade 6	\$150.00	1	\$150.00	
<b>Student Materials</b>					
1765490	9780358223597 Into Math Student Edition (Consumable) 5 Year Print Grade 6	\$35.00	140	\$4,900.00	
<b>Total for A la Carte Items Available for Purchase</b>				<b>\$5,448.35</b>	
<b>Total for Grade 6</b>				<b>\$18,048.35</b>	

<b>Grade 7</b>					
<b>Student Digital Licenses</b>					
1789391	9780358398707 Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	150	\$13,500.00	
<b>Total for Student Digital Licenses</b>				<b>\$13,500.00</b>	
<b>Teacher Digital Licenses</b>					
1808546	9780358555902 Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>				<b>\$0.00</b>	

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hmc.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

# Magnolia Sci Acad-San Diego

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973 9781328614353	Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	2	\$757.80	
1750436 9780358116325	Into Math Planning and Pacing Guide Grade 7	\$19.45	2	\$38.90	
1756246 9780358157045	Into Math Teacher Edition Collection Grade 7	\$150.00	2	\$300.00	
<b>Student Materials</b>					
1765491 9780358223603	Into Math Student Edition (Consumable) 5 Year Print Grade 7	\$35.00	150	\$5,250.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$6,346.70</b>			
<b>Total for Grade 7</b>		<b>\$19,846.70</b>			
<b>Grade 8</b>					
<b>Student Digital Licenses</b>					
1789391 9780358398707	Into Math Student License Digital 5 Year Grades 6-8 Includes: Digital Student Resources 5 Year Digital Grade 6-8 Implementation Success	\$90.00	150	\$13,500.00	
<b>Total for Student Digital Licenses</b>		<b>\$13,500.00</b>			
<b>Teacher Digital Licenses</b>					
1808546 9780358555902	Into Math Teacher License Digital 5 Year Grades 6-8 Includes: Into Math Digital Teacher Resources 5 Year Grades 6-8 Access to Teacher's Corner	\$375.00			2
<b>Total for Teacher Digital Licenses</b>		<b>\$0.00</b>			
<b>A la Carte Items Available for Purchase</b>					
<b>Teacher Materials</b>					
1732973 9781328614353	Into Math Premium Manipulatives Kit Grades 6-8	\$378.90	2	\$757.80	
1750438 9780358116349	Into Math Planning and Pacing Guide Grade 8	\$19.45	2	\$38.90	
1756247 9780358157052	Into Math Teacher Edition Collection Grade 8	\$150.00	2	\$300.00	
<b>Student Materials</b>					
1765492 9780358223610	Into Math Student Edition (Consumable) 5 Year Print Grade 8	\$35.00	150	\$5,250.00	
<b>Total for A la Carte Items Available for Purchase</b>		<b>\$6,346.70</b>			
<b>Total for Grade 8</b>		<b>\$19,846.70</b>			

Send **Check Payments** to:  
Houghton Mifflin Harcourt Publishing Company  
14046 Collections Center Drive  
Chicago, IL 60693

Attention:  
Traci Lewin

**HMH Confidential and Proprietary**

Send **Orders** to:  
k12orders@hnhco.com  
FAX: 800-269-5232  
HMH Orders  
9400 Southpark Center Loop  
Orlando, FL 32819-8647

Proposal for

Magnolia Sci Acad-San Diego

ISBN	Title	Price	Quantity	Value of All Material	Free Materials Quantity
------	-------	-------	----------	-----------------------	-------------------------

<b>Total Savings:</b>	<b>\$1,875.00</b>
<b>Subtotal Purchase Amount:</b>	<b>\$57,741.75</b>
<b>Shipping &amp; Handling:</b>	<b>\$6,851.85</b>
<b>Sales Tax:</b>	<b>\$1,937.02</b>

<b>Total Cost of Proposal (PO Amount):</b>	<b>\$66,530.62</b>
--	--------------------

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Traci Lewin

Send **Orders** to:  
 k12orders@hnhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647

**HMH Confidential and Proprietary**



## Magnolia Sci Acad-San Diego

**Total Cost of Proposal (PO Amount): \$66,530.62**

Thank you for considering HMH as your partner. We are committed to providing an excellent experience and delivering ongoing, high-quality service to our customers. To meet these goals, we want to ensure you are aware of the below Terms of Purchase. These terms help us process your order quickly, efficiently, and accurately, ensuring successful delivery and implementation of our solutions.

- Please return this cost proposal with your signed purchase order that matches product, prices and shipping charges.
- Provide the exact address for *delivery* of print materials. The shipping address may be your district warehouse or individual school sites, but it is essential that this is accurate.
- Please supply the name of each important district point of contact for all aspects of the solution including their direct contact information (email/phone):
  - o Point of Contact for Print materials
  - o Point of Contact for Digital materials
  - o Point of Contact for Scheduling Professional Development
- Please confirm that we have the correct 'Ship to' and 'Sold to' information on the cost proposal.
 

<b>Ship to:</b> Magnolia Science Academy San Diego 6525 ESTRELLA AVE SAN DIEGO, CA 92120-2795	<b>Sold to:</b> Magnolia Educ and Research Found 250 E 1St St Los Angeles, CA 90012-3811
--	---
- Please provide funding start and end dates.
- Please note that all products and services will be billed upon the processing of your purchase order.
- Our payment terms are 30 days from the invoice date.
- Print subscription material quantities may be adjusted across grades for like products, to accommodate enrollment fluctuations, quantities cannot be adjusted between different programs or copyrights.
- Our shipping terms are FOB shipping point. The shipping term for your proposal is Destination.
- Any proposed shipping or tax amount provided on this proposal, is based on the Ship To account location quoted within.
- If the location of your delivery changes, please include the proper sales tax and shipping charges for that location in the applicable Purchase Order
- Should any of these Terms of Sale conflict with any preprinted terms on your purchase order, the HMH terms of service shall apply.

Thank you in advance for supplying us with the necessary information at time of purchase.

Our goal is to ensure your success throughout the duration of this agreement, which starts with a highly successful delivery of our solution.

For greater detail, the complete Terms of Purchase may be reviewed here: <http://www.hmhco.com/common/terms-conditions>

**Date of Proposal: 2/8/2023**

**Proposal Expiration Date: 3/25/2023**



# Houghton Mifflin Harcourt

Send **Check Payments** to:  
 Houghton Mifflin Harcourt Publishing Company  
 14046 Collections Center Drive  
 Chicago, IL 60693

Attention:  
 Traci Lewin

Send **Orders** to:  
 k12orders@hmhco.com  
 FAX: 800-269-5232  
 HMH Orders  
 9400 Southpark Center Loop  
 Orlando, FL 32819-8647

**HMH Confidential and Proprietary**



# Math Curriculum Adoption Recommendation

*February 16, 2023*

# Background

- Current materials were adopted in 2014
  - At the implementation of common core state standards.
- The materials were adopted for an eight-year cycle
  - Current math materials will expire at the end of the 2022/2023 school year.
- Curriculum review and reflection sessions were held with elementary, math teachers and school site leaders to determine if our current materials met the needs of the organization.
  - Current materials do not meet the alignment to common core state standards per EdReports
  - Teachers are spending time finding outside resources, many which are not vetted properly

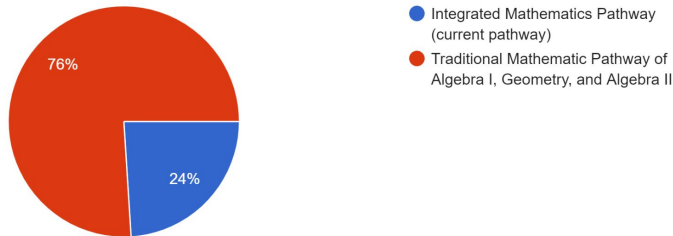
# Background (Cont.)

- High School Pathway
  - Common Core State Standards introduced the offering of two high school mathematics pathway- traditional and integrated
    - MPS switched from traditional to integrated pathway in 2014
  - A vote was conducted regarding the high school mathematics pathway.
  - Majority of teachers (76%) and school leaders (58.3%) voted to return to the traditional mathematics pathway as it would better serve our students.

# High School Mathematics Pathway Voting Results

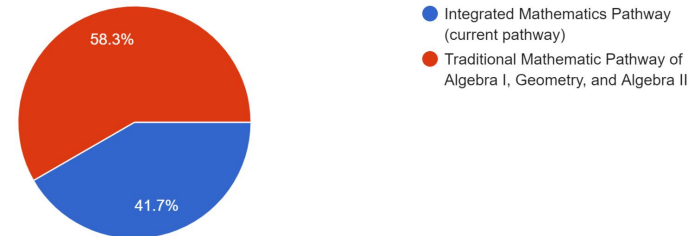
## High School Math Teachers:

Currently, we offer the Integrated Math Pathway with Integrated Math I, II, and III. The other option is to offer the traditional math pathway of Algebra...u feel we should offer at Magnolia Public Schools?  
25 responses

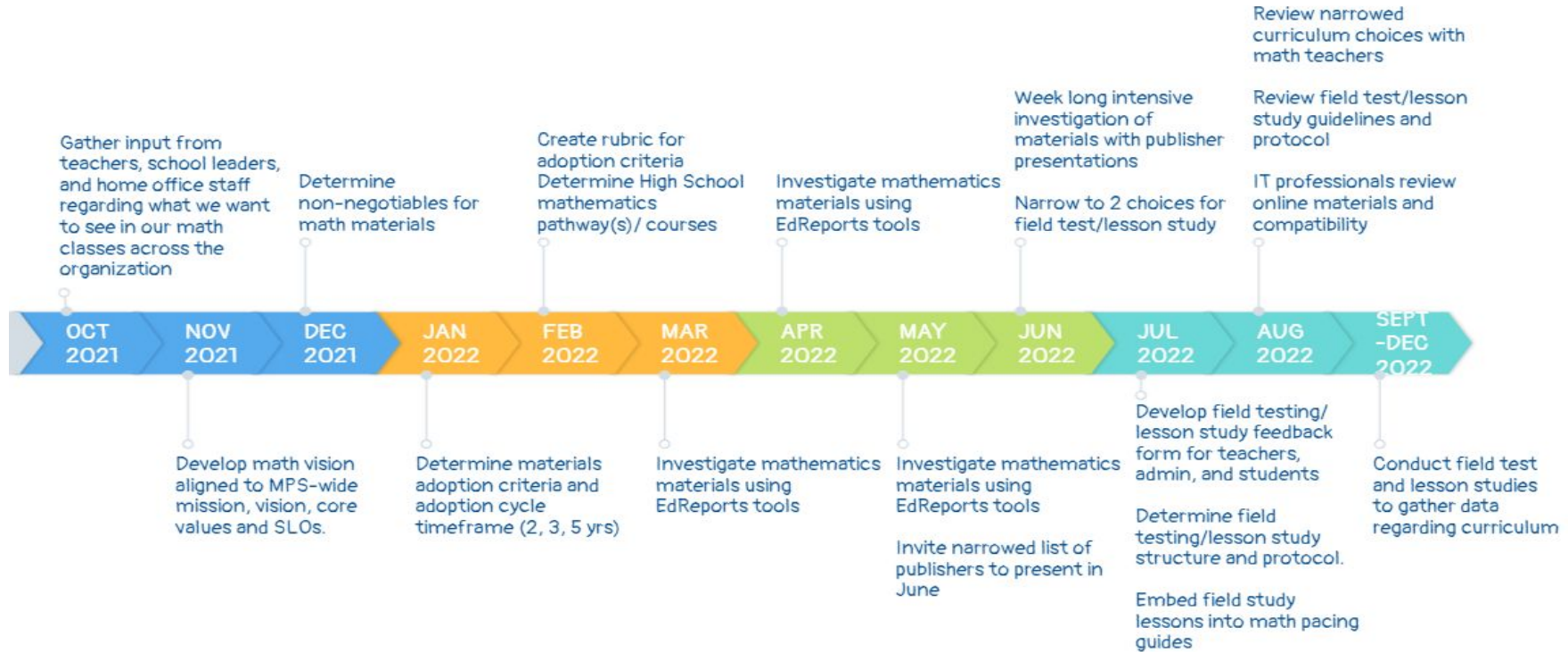


## School Leaders:

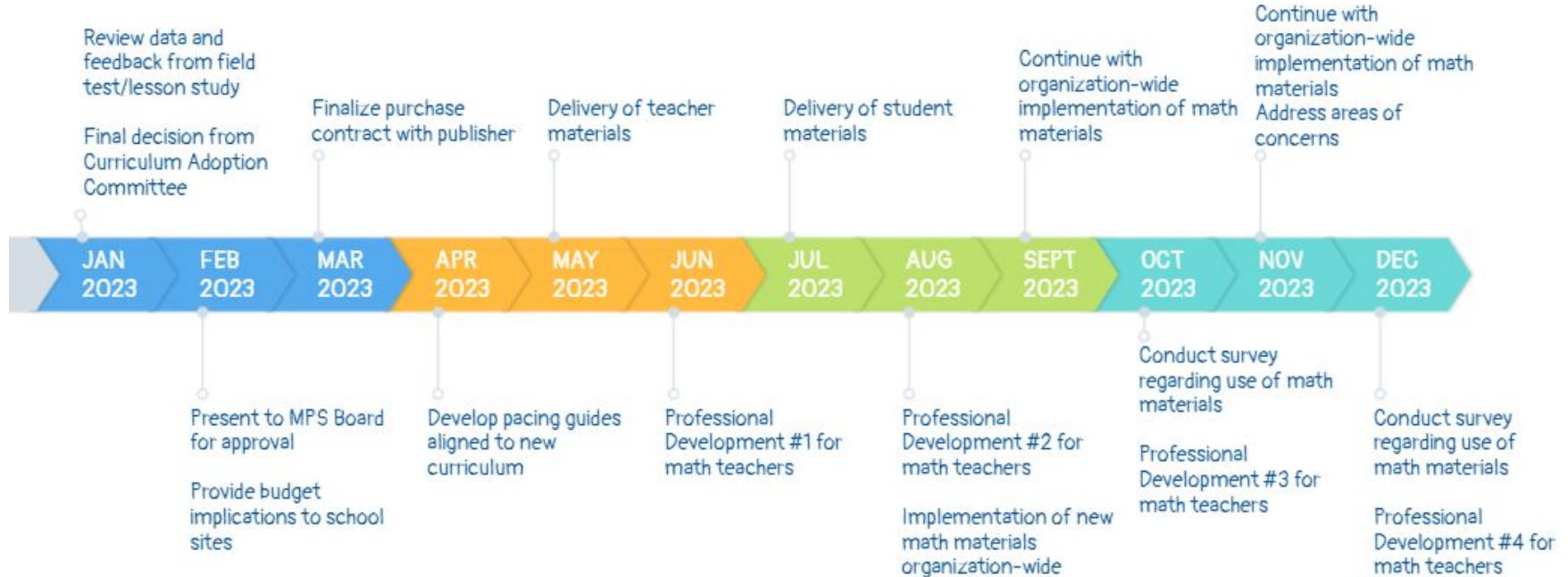
Currently, we offer the Integrated Math Pathway with Integrated Math I, II, and III. The other option is to offer the traditional math pathway of Algebra...u feel we should offer at Magnolia Public Schools?  
12 responses



# Timeline



# Timeline (Cont.)



# Math Materials Investigation Process

- Applied and were selected to receive support from the CalCurriculum Mathematics Materials Adoption Cohort for both the 2019/2020 and 2020/2021 school years.
  - Offered professional development to design a curriculum adoption process to meet the needs of our organization
  - Helped in developing a clear process and timeline for this math curriculum adoption
    - Process ensured requirements for adopting off cycle were met (California Ed. Code 60210)



# Math Materials Investigation Process

- Curriculum Adoption Intensive Materials Investigation
  - Occurred summer 2022
  - Each school site had a representative from each grade band (elementary, middle school, and high school)
  - Participants engaged in professional development in selecting high-quality curriculum using an equity lens, criteria for materials and the materials review rubrics
  - They participated in deep dives of curriculum meeting the criteria for materials
  - Interacted with and heard from publishers.
  - Made recommendations for two curricula to field test across the organization during the 1st semester of the 2022/2023 school year.

# Math Materials Investigation Process

- Field Test

- Elementary and math teachers participated in a materials review, lesson study and field testing of the 2 curricula selections
- Collaborated in PLCs with grade level teams to align to current instruction
- Used both sets of materials with students and gathered feedback
- Participated in publisher presentations and a Q & A session

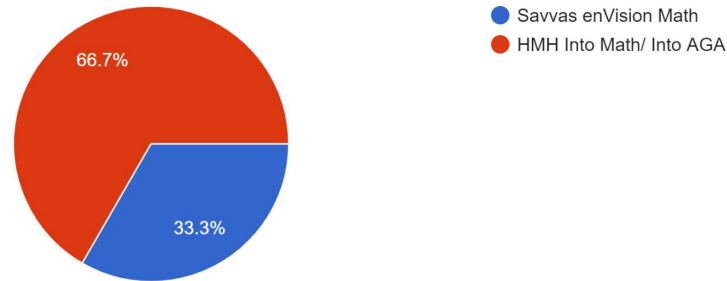
# Math Materials Investigation Process

- Voting Results

- Math teachers voted in December 2022 and elementary teachers cast votes in January 2023

Which of the materials would you like to propose MPS adopts for its math curriculum?

33 responses



# Math Materials Investigation Process

- Voting Results

- In addition to casting votes, teachers were asked to identify why they selected the materials they chose. Here are a few quotes:
  - “The material and the content of the HMH is well-designed and organized. It also allows for differentiating instruction.” -Math Teacher at MSA-3
  - “HMH emphasizes the importance of establishing conceptual understanding and reinforces that understanding with procedural practice.” -Math Teacher at MSA-2
  - “Into Math has more opportunities for mathematical discourse; Into Math felt more accessible to students (ex: English learners, families, etc); options for warm-ups; language objectives. The mathematics components are interwoven with SEL and language supports AND having a variety of high-quality resources readily available so I don't need to spend my own money on TPT or even use extra time to make my own resources” -Math Teacher at MSA-5
  - “This had more problem solving and hands-on activities. There are also CGI strategies in this program.” -Elementary Teacher at MSA-SA

# Proposal for Adoption

- Houghton Mifflin Harcourt (HMH) as new mathematics curriculum provider and the adoption Into Math/ Into AGA as official org-wide mathematics curriculum for Magnolia Public Schools
  - Initial 5 year adoption length
  - Inclusion of both print and digital materials for students and teachers
    - Would include annual student consumables replenishment
    - Hand-on activity materials (manipulatives) for teachers to utilize with students in class
  - Ongoing professional development and support
    - Professional development to ensure teachers are confident with the materials and use in delivering instruction
      - Specialized professional learning based on grade level bands and coaching
    - Support from HMH for implementation of curriculum with fidelity
      - Including on-demand online support via HMH's Teacher's Corner
        - Would ensure proper onboarding for new to Magnolia teachers

# Budget Implications

- Cost for 5 year subscription, including print and digital materials
  - TK-6th grade:
    - \$125 per student
    - \$1,096 per teacher set of materials
  - 7-8th grade:
    - \$125 per student
    - \$865 per teacher set of materials
  - High School
    - \$178 per student
    - \$536 per teacher set of materials
- Professional Development Costs \$28,100
- Total organization cost for 5 years of math materials & professional development: \$638,264.77

# Budget Implications by School Site

School Site	Estimated Cost
MSA-1	\$119,296.42
MSA-2	\$95,662.92
MSA-3	\$85,474.66
MSA-4	\$22,604.97
MSA-5	\$43,382.43
MSA-6	\$25,799.63
MSA-7	\$55,689.84
MSA-Bell	\$73,220.45
MSA-Santa Ana	\$128,408.70
MSA-San Diego	\$66,530.62

## Coversheet

### Approval of Universal Prekindergarten Planning and Implementation Grant Plans for MSA-7 and MSA-Santa Ana

**Section:** IV. Action Items  
**Item:** E. Approval of Universal Prekindergarten Planning and Implementation Grant Plans for MSA-7 and MSA-Santa Ana  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** IV E\_UPK Planning Grant Plans for MSA-7 and MSA-Santa Ana.pdf





Agenda Item:	IV E: Action Item
Date:	March 9, 2023
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”) Board of Directors (the “Board”)
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Erdinc Acar, Chief Academic Officer
RE:	Approval of UPK Planning Grant Plans for MSA-7 and MSA-Santa Ana

**Action Proposed:**

I move that the Board approve the Universal Prekindergarten (UPK) Planning Grant Plans for Magnolia Science Academy (MSA)-7 and MSA-Santa Ana.

**The California Universal PreKindergarten Planning and Implementation Grant Program – Overview**

The California Universal Pre-Kindergarten (UPK) Grant is a proposed initiative aimed at providing high-quality early childhood education to all 4-year-old children in California. The proposed grant will be funded by the state government and will provide grants to eligible public and private pre-K programs, enabling them to expand and enhance their services to meet the requirements of the UPK program.

The goal of the California UPK Grant is to improve school readiness, promote academic achievement, and close the achievement gap among California's children. The proposed initiative will prioritize the provision of high-quality, developmentally appropriate early childhood education that is inclusive and culturally responsive. The grant will also provide support for program monitoring and evaluation, as well as professional development opportunities for early childhood educators, to ensure that California's children receive the best possible start in life.

The 2022–23 State Budget package allocated additional funding for the UPK Planning and Implementation Grant Program as a state early learning initiative with the goal of expanding access to prekindergarten programs at local educational agencies (LEAs). This grant program provides \$300 million for the California Department of Education (CDE) to allocate directly to LEAs based on a statutory formula to support planning and implementation costs associated with expanding Prekindergarten (Pre-K) options, such as universally-available transitional kindergarten (TK), CSPP, and Head Start for eligible students, and other local and community-based partnerships. It is important for LEAs to include partners such as CSPP, Head Start, and other early learning and care providers in the co-creation of the local plan. Engaging all partners in the community will enhance resources for families and children and fully utilize and coordinate available resources, including facilities, staff, and funding.

Under the provisions of California *Education Code (EC)* Section 8281.5, grant funds are allocated to school districts and charter schools with Kindergarten (K) enrollment in specific years, according to a specified formula. In addition, funds are allocated to county offices of education (COEs) to support countywide planning and capacity building around UPK.

Grant funds may be used for costs associated with creating or expanding CSPP or TK programs, or to establish or strengthen partnerships with other providers of Pre-K education within the LEA, including Head Start programs, to ensure that high-quality options for Pre-K education are available for children four years of age. Allowable costs shall include, but are not necessarily limited to, classroom operating costs, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies.



Under current law, as a condition of grant apportionment, if the LEA did not develop the 2021–22 UPK Plan required pursuant to *EC* 8281.5(c)(3)(B), the LEA must develop a 2022–23 UPK Plan for consideration by the governing board or body at a public meeting on or before March 30, 2023. This plan must articulate how all children in the attendance area of the LEA will have access to full-day learning programs the year before K that meet the needs of parents, including through partnerships with the LEA’s expanded learning offerings, the After School Education and Safety (ASES) Program, CSPP, Head Start programs, and other community-based early learning and care programs (*EC* Section 8281.5).

As a condition of apportionment, all LEAs must provide data to the CDE through the UPK Program Report, ensure expenditures are consistent with their local plan and offer TK to all eligible pupils interested in TK within their attendance area by the 2025–26 school year. The CDE must encumber funds by June 30, 2026. LEAs will have until June 30, 2026, to use the funds.

**Universal Transitional Kindergarten Implementation Timeline**

As a condition of receipt of grant apportionment, LEAs must implement universally available TK for all four-year-old children by 2025–26 (*EC* Section 48000[c][1]). LEAs are encouraged to consider how this implementation timeline will impact elements of their UPK Program, including whether implementing UTK on a fast timeline will allow the LEA to reach economies of scale with regard to the number of classrooms and TK teachers needed. The table below illustrates the UTK implementation timeline, including eligibility and ratios.

**Table: Transitional Kindergarten Eligibility, Ratio, and Class Size Requirements by Fiscal Year**

Type of Requirement	2022–23	2023–24	2024–25	2025–26
<b>Eligibility</b>	Turn five between September 2 and February 2; at district discretion, turn five between February 3 and the end of the school year***	Turn five between September 2 and April 2; at district discretion, turn five between April 3 and the end of the school year***	Turn five between September 2 and June 2; at district discretion, turn five between June 3 and the end of the school year***	Turn four by September 1
<b>Ratios</b>	1:12	1:10**	1:10**	1:10**
<b>Class Size</b>	24	24	24	24

\* average class size across the school sit

\*\* Subject to future legislative appropriation

\*\*\* Pursuant to *EC* Section 37200 the end of the school year is June 30<sup>th</sup>

**Budget Impact**

As part of the UPK grant, MSA 7 received \$60,135 and MSA- SA received \$57,267 to be spent by the end of the 25-26 school year. Schools will expend the funds per the plans and update the MPS Board, COEs, Authorizers and CDE accordingly.

**Exhibits:**

1. Universal Prekindergarten Planning and Implementation Grant Program Plans for MSA-7..... Pg. 3
2. Universal Prekindergarten Planning and Implementation Grant Program Plans for MSA-Santa Ana..... Pg. 46



# **Universal Pre-Kindergarten Planning and Implementation Grant Program**

Prepared and Submitted by:

**MAGNOLIA SCIENCE ACADEMY-7**

**18355 Roscoe Blvd., Northridge, CA 91325**

**[msa7.magnoliapublicschools.org/](http://msa7.magnoliapublicschools.org/)**

March 9, 2023

## Universal Prekindergarten Planning and Implementation Grant Program

### Table of Contents

<b>Enrollment and Needs Assessment</b>	<b>3</b>
Recommended Planning Questions	3
Table: Student Enrollment	3
Table: Facilities Estimates (Cumulative)	4
Table: Staffing Estimates (Cumulative)	4
Table: Number of Transitional Kindergarten Students Utilizing Extended Learning and Care	5
Table: Number of Slots Available for Transitional Kindergarten Students for Extended Learning and Care	6
<b>Focus Area A: Vision and Coherence</b>	<b>7</b>
<b>Focus Area B: Community Engagement and Partnerships</b>	<b>12</b>
<b>Focus Area C: Workforce Recruitment and Professional Learning</b>	<b>14</b>
<b>Focus Area D: Curriculum, Instruction, and Assessment</b>	<b>36</b>
<b>Focus Area E: LEA Facilities, Services, and Operations</b>	<b>42</b>

## Universal Prekindergarten Planning and Implementation Grant Program

### UPK Plan

**Required Questions:** The CDE will be requiring this information to be submitted via the UPK Program Report in Fall 2023. For those LEAs that did not previously create a plan by June 30, 2022, plans must be presented to the governing board for consideration by March 30, 2023.

### Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they are implementing a plan for how all children in the attendance area of the LEA will have access to full-day learning programs the year before K that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

For those LEAs that did not previously create a plan by June 30, 2022, plans must be presented to the governing board for consideration by March 30, 2023.

1. Please complete the following table:

### Self-Certification Table

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
Magnolia Science Academy 7	Meagan Wittek, Principal	mwwittek@magnoliapublicschools.org	818 886 0585

2. Did the LEA develop a joint UPK implementation plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)?  
[select one]

*No*

3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan?

-N/A

## Universal Prekindergarten Planning and Implementation Grant Program

**Enrollment and Needs Assessment****Recommended Planning Questions**

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEA's attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on.)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26.<sup>1</sup> Complete the following tables.<sup>2</sup>

**Table: Student Enrollment**

<b>Type of Student</b>	<b>2021–22 (TK-eligible children turn five between September 2 and December 2, inclusive)</b>	<b>2022–23 (Current) (TK-eligible children turn five between September 2 and February 2, inclusive)</b>	<b>2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive)</b>	<b>2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)</b>	<b>2025–26 (TK-eligible children turn four by September 1)</b>
TK Students	7	15	6	10	10

<sup>1</sup> If the administration of K will be impacted by the implementation of UPK, (for example, through the use of combination classes), add additional rows to the table and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher's assistants will be needed, in addition to those estimates that are required for reporting to CDE.

<sup>2</sup> See the implementation schedule above for changes in teacher or adult ratios over the implementation period.

## Universal Prekindergarten Planning and Implementation Grant Program

**Table: Facilities Estimates (Cumulative)**

Type of Facility Needed	2021–22	2022–23 (Current)	2023–24	2024–25	2025–26
TK Classrooms	1	1	1	1	1

**Table: Staffing Estimates (Cumulative)**

Type of Staff Needed	2021–22	2022–23 (Current)	2023–24	2024–25	2025–26
Ratios	N/A	1:12	1:10**	1:10**	1:10**
Class Size	24*	24*	24*	24*	24*
TK Credentialed Teacher	1	1	1	1	1
TK Teacher's Assistants	1	1	1	1	1

\*average class size across the school site

\*\*subject to future legislative appropriation; if no funds are appropriated to reduce ratios to 1:10, the teacher to child ratio shall remain 1:12

- As part of the ELO-P requirements, *EC* Section 8281.5 requires LEAs to offer or partner in offering in-person, before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes in the table below.

## Universal Prekindergarten Planning and Implementation Grant Program

**Table: Number of Transitional Kindergarten Students Utilizing Extended Learning and Care**

2021–22	2022–23 (Current)	2023–24	2024–25	2025–26
4	9	TBD - based on parents choosing to enroll their child in the extended learning care or not	TBD - based on parents choosing to enroll their child in the extended learning care or not	TBD - based on parents choosing to enroll their child in the extended learning care or not

Working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs, to provide extended learning care beyond the TK school day:

**Table: Number of Slots Available for Transitional Kindergarten Students for Extended Learning and Care**

Slot Type	2021–22	2022–23 (Current)	2023–24	2024–25	2025–26
ASES Program/ELO-P	7	15	10	10	10

**Required Questions**

There are no required questions in this section.



## Universal PreKindergarten Planning and Implementation Grant Program

### Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (e.g. CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

### Required Questions

1. What is the LEA's vision for UPK? [open response – character limit 1,000]

*-The LEA's vision for UPK is to offer a safe, engaging, and inclusive learning environment and program for younger students in our community. The school is prepared to offer a Transitional Kindergarten program for all 4 year old students and would like to begin working with local preschool programs to partner with and provide options for families for their younger children. The TK program would be full day, have access to our extended learning opportunities including before and after school care, tutoring and clubs and students and families would participate in the same events and programs as all other students enrolled in the school.*

2. Who is the individual (at the LEA) who is responsible for key functions pertaining to implementing UPK? [open response]

- *First and last name: Meagan Wittek*
- *Title: Principal*
- *Email: mwittek@magnoliapublicschools.org*
- *Phone Number: (818) 886-0585*

3. Has the LEA integrated UPK into the LCAP? [select one]

- Yes
- Not yet but we plan to*
- No, not sure we plan to
- No, no plan to
- We would like to but are unsure how to do this
- Unsure

## Universal PreKindergarten Planning and Implementation Grant Program

4. Does your LEA offer TK at all elementary schools in the district?
  - *Yes, all sites and full-day programs*
  
5. How many of the following types of early learning classes does your LEA currently offer? Please complete the table below, also indicating how many of these classes are fully inclusive of children with disabilities, providing access to the least restrictive environment for learning.

Type of class	Number of classrooms	Percentage of these classes that are fully inclusive of students with disabilities
TK standalone classes	0	N/A
TK-kindergarten combination classes	2	81–100%

1. Has the LEA implemented full-day TK (more than four hours), part-day TK (less than four hours), or both?<sup>3</sup> [select one]
  - *Full Day TK*
2. Describe how the LEA changed its TK and other early learning programming from 2021–22 to 2022–23, if at all. [open response – character limit 1,000]
 

*MSA-7 has been offering a full day kindergarten program since before 21-22. There have not been any changes.*
3. Did the LEA operate a CSPP?
  - *No*
    - a. If no, does the LEA plan to contract with CSPP in future years
      - *No*

---

<sup>3</sup> The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours (“part day”) (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or “full day”) to exceed four hours. Furthermore, *EC* Section 48000 states that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

## Universal PreKindergarten Planning and Implementation Grant Program

4. If the LEA answered yes in question four, what age of children did the LEA serve through a CSPP contract? [select all that apply]
- *Not applicable (LEA does not serve children through CSPP)*
5. Please indicate if the LEA expanded access to early TK, or plans to expand access to early TK, for children whose fifth birthday occurred after the enrollment date for the year of implementation (see implementation timeline above).
- a. Expanded access 2022–23 (birthdays February 2 and after) [select one]
- Yes
- b. Planning for expanded access 2023–24 (birthdays April 3 or after) [select one]
- Yes
- c. Planning for expanded access 2024–25 (birthdays June 3 or after) [select one]
- Yes
  - No
  - Maybe

## Universal PreKindergarten Planning and Implementation Grant Program

### Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P-3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

#### Required Questions

1. How has the LEA's UPK Plan prioritized parental needs for UPK options? What has the LEA done to learn about family preferences for the availability of care, cost, and curriculum? [open response – character limit 1,000]

*-Our LEA meets with and surveys our families annually in order to collect feedback and input on plans, programs, and budget. In addition, we conduct assets and needs assessments as well as focus group discussions to collect input and feedback from families. For example, one common piece of feedback we received last year was that there was a need for a before school program so we started and offered one this year. We followed similar systems in order to collect feedback on the UPK plan development.*

2. How has the LEA engaged extended learning and care partners in the development of the LEA's UPK Plan? [open response – character limit 1,000]

*-We partner with a third party vendor, arc, to provide our extended learning and care programs to our students and families. This includes before and after school care as well as intersession camps. During the development of our UPK Plan, we met with program leaders and coordinators to discuss the needs and requirements of the program in order to ensure they would be able to assist us in meeting those needs during the extended learning programs. We meet monthly to continue the conversations and planning.*

3. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

- Parent Teacher Association Meetings
- Family or parent/caregiver surveys
- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- Special Education Local Plan Area (SELPA)
- School Site Council
- District Advisory Committee
- LCAP educational partners input sessions
- Tribal Community input session
- Co-hosted events with community-based organizations (CBOs)
- Hosted meet and greets with the early learning and care community

## Universal PreKindergarten Planning and Implementation Grant Program

- LPC Meetings
- Local Quality Counts California (QCC) consortia meetings
- First 5 County Commission meetings
- Community Advisory Committee (CAC)
- Head Start Policy Council meetings
- Collaborated with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
- Other [describe, open response]

4. When soliciting public input, which languages other than English were used to communicate? [select all that apply]

- Arabic
- Armenian
- Chinese (Cantonese)
- Chinese (Mandarin)
- Farsi
- Hmong
- Japanese
- Khmer
- Korean
- Laotian
- Punjabi
- Russian
- Spanish
- Tagalog (including Filipino)
- Vietnamese
- Other *[parents have the option to select whatever their preferred language is for all correspondences sent home via our parent portal]*

5. Select which programs the LEA combined with the TK instructional day to offer a full day of programming (instructional day plus extended programming) for children whose families opt in for extended learning and care. [select all that apply]

*-Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)*

## Universal PreKindergarten Planning and Implementation Grant Program

### Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work.)

*EC* Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit **or** the Emergency Specialist Teaching Permit in Early Childhood Education, also known as the Emergency Transitional Kindergarten Permit issued by the Commission on Teacher Credentialing (CTC)

**\*\*Additional credential options include:**

- PK-3 Early Childhood Education Specialist Credential (issued by the CTC once available in 2023)

*EC* Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

## Universal PreKindergarten Planning and Implementation Grant Program

### Required Questions

LEAs should develop a strategy for providing professional learning for educators across the P-3 continuum. Consider which staff will receive professional learning in which topics, and through which modalities.

LEAs are required to give additional details about the frequency, modality, and audience for the professional development opportunities chosen below in questions 1 and 2 in the UPK Program Report.

1. What were the priority areas for professional development opportunities for TK staff this year? Select up to three main content focus areas of professional learning opportunities covered, the modality and frequency, and the audience that attended, including if the audience consisted of multiple grade levels (joint professional development) or across different preschool program settings.

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Effective adult-child interactions	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]



## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
<b>Implicit bias and culturally- and linguistically-responsive practice</b>	<input checked="" type="checkbox"/> In-Classroom Coaching (one or two times) <input checked="" type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input checked="" type="checkbox"/> One or multi-day workshop – Off-site <input checked="" type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input checked="" type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input checked="" type="checkbox"/> Lead teachers <input checked="" type="checkbox"/> Assistant teachers <input checked="" type="checkbox"/> Paraeducators <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input checked="" type="checkbox"/> Other support staff <input checked="" type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input checked="" type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
<b>Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice</b>	<input checked="" type="checkbox"/> In-Classroom Coaching (one or two times) <input checked="" type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input checked="" type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input checked="" type="checkbox"/> Lead teachers <input checked="" type="checkbox"/> Assistant teachers <input checked="" type="checkbox"/> Paraeducators <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input checked="" type="checkbox"/> Other support staff <input checked="" type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Curriculum selection and implementation	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Creating developmentally-informed environments	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

<b>Professional Learning Opportunities for TK staff (choose up to 3)</b>	<b>Modality and Frequency (Select all that apply)</b>	<b>Audience (Select all that apply)</b>
Administration and use of child assessments to inform instruction	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Support for multilingual learners, including home language development and strategies for a bilingual classroom	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
<p><b>Serving children with disabilities in inclusive settings, including Universal Design for Learning</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> In-Classroom Coaching (one or two times)</li> <li><input checked="" type="checkbox"/> In-Classroom Coaching (monthly or more frequently)</li> <li><input checked="" type="checkbox"/> One or multi-day workshop – Off-site</li> <li><input checked="" type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually)</li> <li><input checked="" type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly)</li> <li><input checked="" type="checkbox"/> Online course</li> <li><input checked="" type="checkbox"/> Webinar</li> <li><input type="checkbox"/> Other [open response]</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Lead teachers</li> <li><input checked="" type="checkbox"/> Assistant teachers</li> <li><input checked="" type="checkbox"/> Paraeducators</li> <li><input checked="" type="checkbox"/> Administrators</li> <li><input type="checkbox"/> Coaches</li> <li><input checked="" type="checkbox"/> Other support staff</li> <li><input checked="" type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels</li> <li><input checked="" type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program</li> <li><input type="checkbox"/> Other [open response]</li> </ul>
<p>Engaging culturally- and linguistically-diverse families</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> In-Classroom Coaching (one or two times)</li> <li><input type="checkbox"/> In-Classroom Coaching (monthly or more frequently)</li> <li><input type="checkbox"/> One or multi-day workshop – Off-site</li> <li><input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually)</li> <li><input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly)</li> <li><input type="checkbox"/> Online course</li> <li><input type="checkbox"/> Webinar</li> <li><input type="checkbox"/> Other [open response]</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lead teachers</li> <li><input type="checkbox"/> Assistant teachers</li> <li><input type="checkbox"/> Paraeducators</li> <li><input type="checkbox"/> Administrators</li> <li><input type="checkbox"/> Coaches</li> <li><input type="checkbox"/> Other support staff</li> <li><input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels</li> <li><input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program</li> <li><input type="checkbox"/> Other [open response]</li> </ul>

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Early childhood behavioral health (e.g. early childhood mental health consultation)	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Other [open response]	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

2. If your LEA has CSPP, what were the priority areas for professional development opportunities for CSPP staff this year? Select up to three (3) main content focus areas of professional learning opportunities covered, the modality and frequency, and the audience that attended, including if the professional learning offered was joint with TK or other preschool programs in the community.

-N/A

Professional Opportunities for CSPP staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Effective interactions	adult-child <input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPP staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]



## Universal PreKindergarten Planning and Implementation Grant Program

<b>Professional Learning Opportunities for CSPP staff (choose up to 3)</b>	<b>Modality and Frequency (Select all that apply)</b>	<b>Audience (Select all that apply)</b>
Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Implicit bias and culturally- and linguistically-responsive practice	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPP staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Curriculum selection and implementation	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPP staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Creating developmentally-informed environments	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Administration and use of child assessments to inform instruction	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPP staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Support for multilingual learners, including home language development and strategies for a bilingual classroom	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Serving children with disabilities in inclusive settings, including Universal Design for Learning	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPP staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Engaging culturally- and linguistically-diverse families	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Early childhood behavioral health (e.g. early childhood mental health consultation)	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPA staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Other [open response]	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
None, our LEA does not have CSPA	Not applicable	Not applicable

## Universal PreKindergarten Planning and Implementation Grant Program

3. Which of the following strategies has the LEA used to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]
- Partnered with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
  - Received a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog>) on your own, with your COE, as part of a new collaborative, or joined an existing Classified grant program to recruit teachers
  - Received a California Teacher Residency Grant Program (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>) on your own, as part of a new collaborative, or joined an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA
  - Joined an existing intern preparation program to recruit and prepare teachers for your LEA
  - Joined an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
  - Established a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P-3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
  - Partnered with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
  - Provided information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
  - Applied for workforce development funding and competitive grant opportunities from the CDE
  - Provided a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
  - Provided advising on credential requirements and options for how to meet these requirements
  - Collaborated with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]
  - Partnered with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential

## Universal PreKindergarten Planning and Implementation Grant Program

- Partnered with a COE to provide other services to candidates seeking to earn a multiple subject credential
  - Other [describe, open response]
  - None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators
4. Which of the following strategies has the LEA employed to support diverse and effective prospective TK teachers, including multilingual educators, **to meet the requirements under EC Section 48000(g)(4)**? [select all that apply]
- Partnered with a local IHE offering eligible early childhood education or childhood development coursework
  - Partnered with an IHE or COE to operate cohort models for LEA teachers earning 24 units
  - Provided information on scholarship and grant opportunities
  - Received workforce development funding and grant opportunities
  - Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
  - Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
  - Provided advising on requirements and how to meet the requirements
  - Offered unit-bearing IHE coursework at a local LEA site during times that work for teachers
  - Developed or worked with an established mentorship program to support new TK teachers
  - Other [describe, open response]
  - None of the above



## Universal PreKindergarten Planning and Implementation Grant Program

5. Does the LEA have enough fully qualified teaching staff to accommodate TK classrooms?

Yes

No

Staff Type	How many total staff were needed for 2022–23 school year?	How many staff positions were filled with qualified staff at the start of the school year?	Unfilled Vacancies: How many necessary positions, based on actual enrollment, were unfilled at the start of the 2022–23 school year?	Unfilled Vacancies: How many necessary positions, based on actual enrollment, were unfilled at the middle of the year (January 2023)?	How many total staff are anticipated to be needed for the 2023–24 school year?
TK Teacher	1	1	0	0	1
Second Adult	0	0	0	0	1

6. Which of the following strategies has the LEA employed to support diverse and effective prospective **CSPP** teachers, including multilingual educators, **to obtain a Child Development Teacher Permit?** [select all that apply]

*-Not applicable (the LEA does not employ CSPP staff*

## Universal PreKindergarten Planning and Implementation Grant Program

### Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the *California Preschool Curriculum Frameworks* (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

### Required Questions

1. Did the LEA provide any of the following language model(s) for TK students?  
[select all that apply]

*None*

2. If the LEA administers CSPP, did it provide any of the following language model(s) for CSPP students? [select all that apply]

*Not applicable, the LEA does not operate a CSPP*

3. Select the curriculum approach(es) TK programs are using to build student's math, language and literacy, and social-emotional skills (the following are examples that have been used in TK programs, and not necessarily State-endorsed curricula) [select all that apply]:

- District or teacher-developed math units for TK
- District or teacher-developed literacy units for TK
- Social-Emotional Curriculum [Examples: Second Step, Kimochis, Sanford Harmony]
- Kindergarten Curriculum Used (Not Pre-K) [Examples: World of Wonders for Kindergarten, Investigations Math, Mathematics Their Way, enVision Math, Journeys Reading Program, Go Math, or district benchmark units for kindergarten]

4. Identify methods the LEA used to support the development of social-emotional learning, and executive function skills, through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select up to three]

- Designed developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and

## Universal PreKindergarten Planning and Implementation Grant Program

executive function skills (for example, used students' pictures or words in daily routines, feelings charts)

- Promoted learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings
  - Used developmental observations to identify children's emerging skills and support their development through daily interactions
  - Developed lesson plans or used a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction
  - Staff development opportunities encouraged reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills
  - Offered open-ended, self-directed learning opportunities that fostered individual interests, curiosity, and new learning
5. What instructional practices has the LEA implemented to support children with varying ability levels in UPK programming? [select up to three]
- Implemented Universal Design for Learning
  - Provided adaptations to instructional materials
  - Provided specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models
  - Implemented social-emotional strategies, such as the Pyramid Model, CSEFEL, and others
  - Provided additional staff to support participation in instruction
6. What assessments did the LEA use in TK? [select all that apply]
- LEA-based grade level benchmarks and a report card
  - Work Sampling System
7. On which child observational assessments has the LEA offered professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]
- LEA-based, grade level benchmarks and a report card
  - Work Sampling System

## Universal PreKindergarten Planning and Implementation Grant Program

8. On what topics has the LEA offered professional learning regarding early childhood education to site leaders and principals? [select all that apply]
- Effective adult-child interactions
  - Implicit bias and culturally- and linguistically-responsive practice
  - ACES and trauma- and healing-informed practice
  - Curriculum selection and implementation
  - Creating developmentally-informed environments
  - Administration and use of child assessments to inform instruction
  - Support for multilingual learners, including home language development and strategies for a bilingual classroom
  - Serving children with disabilities in inclusive settings, including Universal Design for Learning
  - Engaging culturally- and linguistically-diverse families
  - Early childhood behavioral health (e.g. early childhood mental health consultation)

## Universal PreKindergarten Planning and Implementation Grant Program

### Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P-3 continuum. It is also critical for early education programs currently operating to continue to be a part of California's mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

#### For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA's Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

#### Required Questions

1. For which students in TK and early learning programs was transportation provided?

*-No transportation was provided*

2. What transportation did the LEA offer to children enrolled in TK? [select all that apply]

*-No transportation was provided*

3. What strategies has the LEA implemented to ensure TK students have access to meals and adequate time to eat? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service) [select all that apply]

*-Added additional meal services and time in the cafeteria*

*-Offered breakfast after the bell*

4. If you had a Pre-K program before UPK implementation, what efforts have been made to prevent the displacement of existing early education programs? [open response]

*N/A*

5. Do you expect to have sufficient classroom space by 2025–26 to accommodate your projected enrollment? [single choice]

*-Yes*

## Universal PreKindergarten Planning and Implementation Grant Program

6. Did the classroom space meet the K standards described in [California Code of Regulations, Title 5, Section 14030\(h\)\(2\)](#)? [single choice]

-Yes

7. Did the classroom space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

*-Yes, all classrooms had necessary adaptive equipment.*

8. Did the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

-Yes

9. In which of the following areas did the LEA make updates to facilities with UPK Planning & Implementation grant funding? [select all that apply]

- Turfed area
- Paved area
- Apparatus area
- Land required for buildings and grounds
- Total square feet required
- Bathroom facilities

## Universal PreKindergarten Planning and Implementation Grant Program

### Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support the implementation of a robust and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]
  - Support for parent surveys to gauge interest in service delivery models
  - Data analysis capacity building to support staff to refine enrollment projections based on community context
  - Information on program eligibility requirements to project enrollment across programs
  
2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]
  - Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)
  - Creating inclusive classrooms, including implementing Universal Design for Learning
  - Templates or framework for drafting a P-3 vision that partners and parents support
  - Models for administrative structures that support effective UPK programs and facilitate connections with ELO-P and non-LEA-administered early learning and care programs
  - Technical assistance on how to integrate UPK and P-3 in the district LCAP
  - Guidance on best practices for smooth transitions through the P-3 continuum

## Universal PreKindergarten Planning and Implementation Grant Program

3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]
- Support for parent surveys and engagement activities to understand parent needs and support authentic choice
  - Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings
  - Strategies for meeting ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children
  - Increasing UPK enrollment and parent awareness of programs
4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]
- Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)
  - Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs
  - Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs
  - Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P-3 vision
  - Creating professional learning opportunities to provide site leaders with more early childhood knowledge
  - Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment
  - Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment



## Universal PreKindergarten Planning and Implementation Grant Program

5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]
- Effective adult-child interactions
  - Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
  - Children's math and science development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
  - Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
  - Implicit bias and culturally- and linguistically-responsive practice
  - Trauma- and healing-informed practice
  - Curriculum selection and implementation
  - Creating developmentally-informed environments
  - Administration and use of child assessments to inform instruction
  - Serving children with disabilities in inclusive settings, including Universal Design for Learning
  - Engaging culturally- and linguistically-diverse families
6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]
- Coaching and mentoring
  - Classroom observations and demonstration lessons with colleagues
  - Workshops with external professional development providers
  - Internally-delivered professional learning workshops and trainings
7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]
- Guidance on how to adopt the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks into a specific UPK setting (for example, mixed-age classrooms)
  - Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades
  - Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings

## Universal PreKindergarten Planning and Implementation Grant Program

- Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students
  - Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities
  - Guidance on appropriate assessment selection and utilization
8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]
- Using manipulatives to develop fine motor skills
  - Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities
  - Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children's learning experiences
  - Encouraging purposeful play, choice, social interactions, and collaboration
  - Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment
  - Using child development knowledge to guide instructional approaches
  - Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms
  - Incorporating inclusive practices
  - Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity
  - Universal Design for Learning
9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]
- Guidance on how to modify an elementary school classroom to serve young children
  - Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings

## Universal PreKindergarten Planning and Implementation Grant Program

- Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children.

10. What is the biggest challenge your LEA is facing with the implementation of UPK? [open response, up to 5000 characters]

*-The biggest challenge our LEA is facing with the implementation of UPK is just making sure that we have a full and complete understanding of all that is required and necessary to ensure we are prepared to deliver a quality program to students. We have been working with other team members, LEAs, and community partners to brainstorm ideas and support planning. We know we will need to hire another staff member to support in the TK class and make sure they are trained in early child development. We are also in the process of reviewing and selecting some TK curriculum to help supplement the other programs that are currently being used in the TK/K classes.*

## Universal PreKindergarten Planning and Implementation Grant Program

### Appendix I – Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P-3):** P-3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal Pre-Kindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional Kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (*EC* Section 48000 [d]).
- **Universal Transitional Kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten so that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, and nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic,

## Universal PreKindergarten Planning and Implementation Grant Program

social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general childcare, Early Head Start and Head Start, community-based early learning and care programs, family childcare providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as childcare vouchers and the General Child Care School Age program.



# **Universal Prekindergarten Planning and Implementation Grant Program Plan**

Prepared and Submitted by:

MAGNOLIA SCIENCE ACADEMY-Santa Ana

2840 West 1st Street, Santa Ana, CA 92703

[www.msasa.magnoliapublicschools.org/](http://www.msasa.magnoliapublicschools.org/)

March 9, 2023

## Universal Prekindergarten Planning and Implementation Grant Program

### Table of Contents

<b>Enrollment and Needs Assessment</b>	<b>3</b>
Table: Student Enrollment	3
Table: Facilities Estimates (Cumulative)	4
Table: Staffing Estimates (Cumulative)	4
Table: Number of Transitional Kindergarten Students Utilizing Extended Learning and Care	5
Table: Number of Slots Available for Transitional Kindergarten Students for Extended Learning and Care	6
<b>Focus Area A: Vision and Coherence</b>	<b>7</b>
<b>Focus Area B: Community Engagement and Partnerships</b>	<b>12</b>
<b>Focus Area C: Workforce Recruitment and Professional Learning</b>	<b>14</b>
<b>Focus Area D: Curriculum, Instruction, and Assessment</b>	<b>36</b>
<b>Focus Area E: LEA Facilities, Services, and Operations</b>	<b>42</b>

## Universal Prekindergarten Planning and Implementation Grant Program

### UPK PLAN

**Required Questions:** The CDE will be requiring this information be submitted via the UPK Program Report in Fall 2023. For those LEAs that did not previously create a plan by June 30, 2022, plans must be presented to the governing board for consideration by March 30, 2023.

#### Self-Certification

In the data collection survey submitted to the CDE, LEAs must self-certify they are implementing a plan for how all children in the attendance area of the LEA will have access to full-day learning programs the year before K that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

For those LEAs that did not previously create a plan by June 30, 2022, plans must be presented to the governing board for consideration by March 30, 2023.

1. Please complete the following table:

#### Self-Certification Table

LEA Name	Contact Name and Title of the Individual Self-Certifying the Statement Above	Email	Phone
[Magnolia Science Academy Santa Ana ]	[Maria Czerner-Rowell]	[mrowell@magnolia publicschoos.org]	[714.479.0115]

2. Did the LEA develop a joint UPK implementation plan with multiple LEAs (for example, multiple small and rural LEAs serving similar communities or countywide plans developed with support of the COE for all LEAs in the county)? [select one]
  - a. No
3. If the LEA answered Yes to Question 2, what other LEAs are part of this joint plan? *N/A*



## Universal Prekindergarten Planning and Implementation Grant Program

**Enrollment and Needs Assessment****Recommended Planning Questions**

1. What do existing data sources indicate about parental needs and preferences related to early learning and care programs for three- and four-year-old children in the LEA's attendance area? (LEAs are encouraged to work with local early learning and care partners such as CSPP, Head Start programs, LPCs, R&Rs, and APPs, and utilize data sources such as LPC Needs Assessment data, Head Start Needs Assessments, and so on.)
2. Using the projected TK enrollment for the LEA provided by the CDE, make modifications to the LEA's TK student estimates and make cumulative facilities and staffing estimates needed each year from school year 2022–23 to 2025–26.<sup>1</sup> Complete the following tables.<sup>2</sup>

**Table: Student Enrollment**

Type of Student	2021–22 (TK-eligible children turn five between September 2 and December 2, inclusive)	2022–23 (Current) (TK-eligible children turn five between September 2 and February 2, inclusive)	2023–24 (TK-eligible children turn five between September 2 and April 2, inclusive)	2024–25 (TK-eligible children turn five between September 2 and June 2, inclusive)	2025–26 (TK-eligible children turn four by September 1)
TK Students	[6]	[6]	[10]	[10]	[10]

<sup>1</sup> If the administration of K will be impacted by the implementation of UPK, (for example, through the use of combination classes), add additional rows to the table and develop estimates for the number of kindergarten students, classrooms, teachers, and teacher's assistants will be needed, in addition to those estimates that are required for reporting to CDE.

<sup>2</sup> See the implementation schedule above for changes in teacher or adult ratios over the implementation period.

## Universal Prekindergarten Planning and Implementation Grant Program

Table: Facilities Estimates (Cumulative)

Type of Facility Needed	2021–22	2022–23 (Current)	2023–24	2024–25	2025–26
TK Classrooms	[1]	[1]	[1]	[1]	[1]

Table: Staffing Estimates (Cumulative)

Type of Staff Needed	2021–22	2022–23 (Current)	2023–24	2024–25	2025–26
Ratios	N/A	1:12	1:10**	1:10**	1:10**
Class Size	24*	24*	24*	24*	24*
TK Credentialed Teacher	[1]	[1]	[1]	[1]	[1]
TK Teacher's Assistants	[0]	[0]	[1]	[1]	[1]

\*average class size across the school site

\*\*subject to future legislative appropriation; if no funds are appropriated to reduce ratios to 1:10, the teacher to child ratio shall remain 1:12

- As part of the ELO-P requirements, *EC* Section 8281.5 requires LEAs to offer or partner in offering in-person, before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day, including through partnerships with the LEA's expanding learning offerings, ASES, CSPP, Head Start programs, and other community-based early learning and care programs.

Consider your estimated number of TK students. Estimate the number of TK students that will utilize extended learning and care services in addition to the TK instructional minutes in the table below.

Universal Prekindergarten Planning and Implementation Grant Program

**Table: Number of Transitional Kindergarten Students Utilizing Extended Learning and Care**

2021–2022	2022-2023 (Current)	2023–24	2024–25	2025–26
[Enter actual number of TK students that utilized extended learning and care number here]	[6]	[10]	[10]	[10]

Working with local early learning and care and expanded learning partners, estimate the number of slots available for TK students in the following programs, to provide extended learning care beyond the TK school day:

**Table: Number of Slots Available for Transitional Kindergarten Students for Extended Learning and Care**

Slot Type	2021–22	2022–23 (Current)	2023–24	2024–25	2025–26
ASES Program/ELO-P	[4]	[6]	[10]	[10]	[10]

**Required Questions**

There are no required questions in this section.

## Universal PreKindergarten Planning and Implementation Grant Program

### Focus Area A: Vision and Coherence

In order to provide equity of access for all students and their families, it is vital for the LEA, in partnership with early learning and care programs, to develop a coherent educational system that begins with UPK, includes access to TK and other options for all four-year-old children, and provides nine hours of programming per day through a combination of instructional time and extended learning and care opportunities for those families who choose this option.

In planning for UPK, consider how the LEA's administrative structure will support school leadership in building connections between them and expanded learning programs as well as early learning and care programs (e.g. CSPP, Head Start, other subsidized or privately administered preschool and child care programs) to provide UPK programming and before school and after-school, intersession, and summer learning and care.

### Required Questions

1. What is the LEA's vision for UPK? [open response – character limit 1,000]

*MSA-SA has been serving students in Orange County since the fall of 2009 with a mission of graduating students with a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others. MSA-SA is still expanding in Santa Ana while increasing the enrollment and programs.*

*The school aims to expand and continue to offer high quality transitional kindergarten programs with partnership with local agencies providing early childhood education programs.*

2. Who is the individual (at the LEA) who is responsible for key functions pertaining to implementing UPK? [open response]
  - *First and last name: Maria Czerner-Rowell*
  - *Title: Elementary Principal*
  - *Email: mrowell@magnoliapublicschools.org*
  - *Phone Number: 714.479.0115 ext 138*
3. Has the LEA integrated UPK into the LCAP? [select one]
  - Yes
4. Does your LEA offer TK at all elementary schools in the district?
  - Yes, all sites

## Universal PreKindergarten Planning and Implementation Grant Program

5. How many of the following types of early learning classes does your LEA currently offer? Please complete the table below, also indicating how many of these classes are fully inclusive of children with disabilities, providing access to the least restrictive environment for learning.

## Universal PreKindergarten Planning and Implementation Grant Program

Type of class	Number of classrooms	Percentage of these classes that are fully inclusive of students with disabilities
TK standalone classes	[0]	1. 0–20% 2. 21–40% 3. 41–60% 4. 61–80% 5. 81–100%
TK-kindergarten combination classes	[1]	1. 0–20% 2. 21–40% 3. 41–60% 4. 61–80% 5. 81–100%

2. Has the LEA implemented full-day TK (more than four hours), part-day TK (less than four hours), or both?<sup>3</sup> [select one]
  - *Full Day TK*
3. Describe how the LEA changed its TK and other early learning programming from 2021–22 to 2022–23, if at all. [open response – character limit 1,000]
  - *MSA-SA has been offering full day TK programs since 2015 with expanded learning opportunities embedded.*
4. Did the LEA operate a CSPP?
  - *No and the LEA doesn't plan to contract with CSPP in future years.*
5. If the LEA answered yes in question four, what age of children did the LEA serve through a CSPP contract? [select all that apply]
  - *Not applicable (LEA does not serve children through CSPP)*
6. Please indicate if the LEA expanded access to early TK, or plans to expand access to early TK, for children whose fifth birthday occurred after the enrollment date for the year of implementation (see implementation timeline above).

<sup>3</sup> The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours (“part day”) (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or “full day”) to exceed four hours. Furthermore, *EC* Section 48000 states that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

## Universal PreKindergarten Planning and Implementation Grant Program

- Expanded access 2022–23 (birthdays February 2 and after) [select one]
  - i. Yes*
- Planning for expanded access 2023–24 (birthdays April 3 or after) [select one]
  - i. Yes*
- Planning for expanded access 2024–25 (birthdays June 3 or after) [select one]
  - i. Yes*

## Universal PreKindergarten Planning and Implementation Grant Program

### Focus Area B: Community Engagement and Partnerships

To successfully implement UPK and create a P-3 continuum, LEAs will need to cultivate relationships and collaborate with both internal and external partners.

#### Recommended Planning Questions

1. What actions has the LEA taken to partner with local R&Rs; LPCs; and existing early education, child care, and expanded learning providers within the LEA's attendance boundary to support parents to access services across LEA-administered and non-LEA-administered programs for extended learning and care and other supports?

*MSASA has supported parents to access services across MSASA programs by ensuring partnerships like PBS kids, Start Well, educational classes offered from Santa Ana Community College. We have also provided opportunities for parents to have access to medical and other health benefits with CAL Optima.*

2. How has the LEA created or expanded partnerships with early learning and care providers serving children with disabilities (including how the LEA planned to collaborate with their SELPA to enroll more children with disabilities in inclusive UPK opportunities)?

*MSASA is a full-inclusion model, so regardless of SPED, gen ed, or gate students all are welcomed to participate in our ASES after school program.*

3. Develop program schedules that have met the requirements of ELO-P for UPK, including the use of ELO-P funds or other fund sources; how they have been combined with the instructional day to offer a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports); and how they offered a minimum nine-hour summer or intersession day. [open response]

*At MSASA, our ASES after school program has TK-6th grade students. All funding sources that include ELO-P are supporting our TK students. Our TK program starts at 8:20am and ends on a regular day schedule at 2:55pm. Our extended ASES starts from 2:55 pm till 6:00 pm daily. Our Shortened Day for Staff PDs dismissal is at 1:15pm, so our TK can access the ASES after school from 1:15pm to 6:00pm weekly on Wednesdays.*



## Universal PreKindergarten Planning and Implementation Grant Program

### Required Questions

1. How has the LEA's UPK Plan prioritized parental needs for UPK options? What has the LEA done to learn about family preferences for availability of care, cost, and curriculum? [open response – character limit 1,000]

*MSASA has identified high prioritized parental needs like care, costs, and curriculum through surveys and focus groups. Out of our funds we have a community schools coordinator who has looked for partnerships based on parental needs. This year, our partnerships, specifically for TK, include Start Well, which is a mental health and social emotional support program, and PBS Kids, So Cal, has offered parenting classes and informational nights, sharing their apps and new kids programming used as supplemental to our curriculum. Also, based on our parental needs, we have invited CalOptima as they give informational sessions as well as scheduling medical and dental appointments for their students.*

2. How has the LEA engaged extended learning and care partners in the development of the LEA's UPK Plan? [open response – character limit \$1,000]

*This year, our partnerships, specifically for TK, include Start Well, which is a mental health and social emotional support program, and PBS Kids, So Cal, has offered parenting classes and informational nights, sharing their apps and new kids programming used as supplemental to our curriculum. Also, based on our parental needs, we have invited CalOptima as they give informational sessions as well as scheduling medical and dental appointments for their students.*

3. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]

- Parent Teacher Association Meetings
- Family or parent/caregiver surveys
- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)
- Special Education Local Plan Area (SELPA)
- School Site Council
- District Advisory Committee
- LCAP educational partners input sessions
- Tribal Community input session
- Co-hosted events with community-based organizations (CBOs)
- Hosted meet and greets with the early learning and care community
- LPC Meetings
- Local Quality Counts California (QCC) consortia meetings

## Universal PreKindergarten Planning and Implementation Grant Program

- First 5 County Commission meetings
- Community Advisory Committee (CAC)
- Head Start Policy Council meetings
- Collaborated with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
- Other [describe, open response]

4. When soliciting public input, which languages other than English were used to communicate? [select all that apply]

- |   |                                   |  |
|---|-----------------------------------|--|
| <input type="checkbox"/> Arabic                     | <input type="checkbox"/> Farsi    | <input type="checkbox"/> Punjabi                         |
| <input type="checkbox"/> Armenian                   | <input type="checkbox"/> Hmong    | <input type="checkbox"/> Russian                         |
| <input type="checkbox"/> Chinese<br>(Cantonese)     | <input type="checkbox"/> Japanese | <input type="checkbox"/> Spanish                         |
| <input type="checkbox"/> Chinese<br>(Mandarin)      | <input type="checkbox"/> Khmer    | <input type="checkbox"/> Tagalog<br>(including Filipino) |
| <input checked="" type="checkbox"/> Other [Turkish] | <input type="checkbox"/> Korean   | <input checked="" type="checkbox"/> Vietnamese           |
|   | <input type="checkbox"/> Laotian  |  |

5. Select which programs the LEA combined with the TK instructional day to offer a full day of programming (instructional day plus extended programming) for children whose families opt in for extended learning and care. [ Only ASES]

- *Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)*

## Universal PreKindergarten Planning and Implementation Grant Program

### Focus Area C: Workforce Recruitment and Professional Learning

Based on the projected enrollment and needs described in Focus Area A, LEAs should create a plan to recruit, train, and support the new TK, preschool, early learning and care, and expanded learning staff needed to support full-day early education options for all children the year before kindergarten.

(Note: All LEAs will need to plan for workforce development considerations as part of this planning work.)

*EC* Section 48000(g)(4) specifies that credentialed teachers who are first assigned to a TK classroom after July 1, 2015, have, by August 1, 2023, one of the following:

- a. At least 24 units in early childhood education, or childhood development, or both.
- b. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in subparagraph (a).
- c. A Child Development Teacher Permit **or** the Emergency Specialist Teaching Permit in Early Childhood Education, also known as the Emergency Transitional Kindergarten Permit issued by the Commission on Teacher Credentialing (CTC)

**\*\*Additional credential options include:**

- PK-3 Early Childhood Education Specialist Credential (issued by the CTC once available in 2023)

*EC* Section 8295 specifies that teachers in CSPP shall either possess a permit issued by the CTC authorizing service in the care, development, and instruction of children in a child care and development program; or meet the following criteria:

- a. Possess a current credential issued by the CTC authorizing teaching service in elementary school or a single subject credential in home economics; and
- b. Possess twelve units in early childhood education or child development, or both, or two years' experience in early childhood education or a child care and development program.

## Universal PreKindergarten Planning and Implementation Grant Program

**Required Questions**

LEAs should develop a strategy for providing professional learning for educators across the P-3 continuum. Consider which staff will receive professional learning in which topics, and through which modalities.

LEAs are required to give additional details about the frequency, modality, and audience for the professional development opportunities chosen below in questions 1 and 2 in the UPK Program Report.

1. What were the priority areas for professional development opportunities for TK staff this year? Select up to three main content focus areas of professional learning opportunities covered, the modality and frequency, and the audience that attended, including if the audience consisted of multiple grade levels (joint professional development) or across different preschool program settings.

*A priority area for professional development for TK this year, along with the whole school site, has been MTSS and SEL as main content focus areas. As far as the modality for MTSS, we are all on a single sign on platform, ALLUDO, which houses different domains to receive PD, guidance, and showing mastery of each skill set. This is supported through the Orange County Department of Education, where we are assigned two site coordinators who check in monthly with admin to progress monitor and to support any staff member working through Alludo, as well as working through and school site assessments such as FIA and SIT. Another concentration has been SEL professional development, which is also supported through OCDE. This committee comprises an admin, school psychologist, and a grade level lead (including our TK teacher). Here we work through the Canvas platform, engage in professional development quarterly, with several schools in the Orange County area.*

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Effective adult-child interactions	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Children’s literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input checked="" type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input checked="" type="checkbox"/> One or multi-day workshop – Off-site <input checked="" type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input checked="" type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input checked="" type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input checked="" type="checkbox"/> Lead teachers <input checked="" type="checkbox"/> Assistant teachers <input checked="" type="checkbox"/> Paraeducators <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input checked="" type="checkbox"/> Other support staff <input checked="" type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input checked="" type="checkbox"/> In-Classroom Coaching (one or two times) <input checked="" type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input checked="" type="checkbox"/> One or multi-day workshop – Off-site <input checked="" type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input checked="" type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input checked="" type="checkbox"/> Online course <input checked="" type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input checked="" type="checkbox"/> Lead teachers <input checked="" type="checkbox"/> Assistant teachers <input checked="" type="checkbox"/> Paraeducators <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input checked="" type="checkbox"/> Other support staff <input checked="" type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Implicit bias and culturally- and linguistically-responsive practice	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Curriculum selection and implementation	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Creating developmentally-informed environments	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]



## Universal PreKindergarten Planning and Implementation Grant Program

<b>Professional Learning Opportunities for TK staff (choose up to 3)</b>	<b>Modality and Frequency (Select all that apply)</b>	<b>Audience (Select all that apply)</b>
Administration and use of child assessments to inform instruction	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Support for multilingual learners, including home language development and strategies for a bilingual classroom	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Serving children with disabilities in inclusive settings, including Universal Design for Learning	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Engaging culturally- and linguistically-diverse families	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for TK staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Early childhood behavioral health (e.g. early childhood mental health consultation)	<input checked="" type="checkbox"/> In-Classroom Coaching (one or two times) <input checked="" type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input checked="" type="checkbox"/> One or multi-day workshop – Off-site <input checked="" type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input checked="" type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input checked="" type="checkbox"/> Online course <input checked="" type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input checked="" type="checkbox"/> Lead teachers <input checked="" type="checkbox"/> Assistant teachers <input checked="" type="checkbox"/> Paraeducators <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input checked="" type="checkbox"/> Other support staff <input checked="" type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]
Other [open response]	<input type="checkbox"/> In-Classroom Coaching (one or two times) <input type="checkbox"/> In-Classroom Coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – Off-site <input type="checkbox"/> One or multi-day LEA onsite professional development (for example, Annually) <input type="checkbox"/> Ongoing LEA - onsite professional development (for example, Monthly) <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with K, 1, 2, or 3 Grade Levels <input type="checkbox"/> Offered jointly with CSPP, Head Start, or other preschool program <input type="checkbox"/> Other [open response]

2. If your LEA has CSPP, what were the priority areas for professional development opportunities for CSPP staff this year? Select up to three (3) main content focus areas of professional learning opportunities covered, the modality

## Universal PreKindergarten Planning and Implementation Grant Program

and frequency, and the audience that attended, including if the professional learning offered was joint with TK or other preschool programs in the community.

Professional Learning Opportunities for CSPP staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Effective adult-child interactions	<input checked="" type="checkbox"/> In-classroom coaching (one or two times) <input checked="" type="checkbox"/> In-classroom coaching (monthly or more frequently) <input checked="" type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input checked="" type="checkbox"/> Lead teachers <input checked="" type="checkbox"/> Assistant teachers <input checked="" type="checkbox"/> Paraeducators <input checked="" type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input checked="" type="checkbox"/> Other support staff <input checked="" type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPP staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPA staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Implicit bias and culturally- and linguistically-responsive practice	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPA staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Adverse Childhood Experiences (ACEs) and trauma- and healing-informed practice	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Curriculum selection and implementation	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPP staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Creating developmentally-informed environments	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Administration and use of child assessments to inform instruction	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development  <input type="checkbox"/> Other [open response]



## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPA staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Support for multilingual learners, including home language development and strategies for a bilingual classroom	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Serving children with disabilities in inclusive settings, including Universal Design for Learning	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPP staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Engaging culturally- and linguistically-diverse families	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
Early childhood behavioral health (e.g. early childhood mental health consultation)	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPP - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPP - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]

## Universal PreKindergarten Planning and Implementation Grant Program

Professional Learning Opportunities for CSPA staff (choose up to 3)	Modality and Frequency (Select all that apply)	Audience (Select all that apply)
Other [open response]	<input type="checkbox"/> In-classroom coaching (one or two times) <input type="checkbox"/> In-classroom coaching (monthly or more frequently) <input type="checkbox"/> One or multi-day workshop – offsite <input type="checkbox"/> One or multi-day CSPA - onsite professional development <input type="checkbox"/> Ongoing (for example, monthly) CSPA - onsite professional development <input type="checkbox"/> Online course <input type="checkbox"/> Webinar <input type="checkbox"/> Other [open response]	<input type="checkbox"/> Lead teachers <input type="checkbox"/> Assistant teachers <input type="checkbox"/> Paraeducators <input type="checkbox"/> Administrators <input type="checkbox"/> Coaches <input type="checkbox"/> Other support staff <input type="checkbox"/> Offered Jointly with TK <input type="checkbox"/> Offered Jointly with other preschool programs (for example, Head Start) <input type="checkbox"/> Offered as part of local QCC consortia professional development <input type="checkbox"/> Other [open response]
None, our LEA does not have CSPA	Not applicable	Not applicable

## Universal PreKindergarten Planning and Implementation Grant Program

3. Which of the following strategies has the LEA used to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

*Not applicable*

- Partnered with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential
- Received a California Classified School Employee Teacher Credentialing Program grant (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog>) on your own, with your COE, as part of a new collaborative, or joined an existing Classified grant program to recruit teachers
- Received a California Teacher Residency Grant Program (<https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program>) on your own, as part of a new collaborative, or joined an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA
- Joined an existing intern preparation program to recruit and prepare teachers for your LEA
- Joined an existing apprenticeship cohort program to recruit and prepare teachers for your LEA
- Established a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P-3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities
- Partnered with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA
- Provided information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services
- Applied for workforce development funding and competitive grant opportunities from the CDE
- Provided a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
- Provided advising on credential requirements and options for how to meet these requirements
- Collaborated with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]

## Universal PreKindergarten Planning and Implementation Grant Program

- Partnered with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
- Partnered with a COE to provide other services to candidates seeking to earn a multiple subject credential
- Other [describe, open response]
- None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

4. Which of the following strategies has the LEA employed to support diverse and effective prospective TK teachers, including multilingual educators, **to meet the requirements under EC Section 48000(g)(4)**? [select all that apply]

*Not applicable*

- Partnered with a local IHE offering eligible early childhood education or childhood development coursework*
- Partnered with an IHE or COE to operate cohort models for LEA teachers earning 24 units*
- Provided information on scholarship and grant opportunities*
- Received workforce development funding and grant opportunities*
- Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree*
- Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit*
- Provided advising on requirements and how to meet the requirements*
- Offered unit-bearing IHE coursework at a local LEA site during times that work for teachers*
- Developed or worked with an established mentorship program to support new TK teachers*
- Other [describe, open response]*
- None of the above*

## Universal PreKindergarten Planning and Implementation Grant Program

5. Does the LEA have enough fully qualified teaching staff to accommodate TK classrooms?
- Yes
  - No

<b>Staff Type</b>	<b>How many total staff were needed for 2022–23 school year?</b>	<b>How many staff positions were filled with qualified staff at the start of the school year?</b>	<b>Unfilled Vacancies: How many necessary positions, based on actual enrollment, were unfilled at the start of the 2022–23 school year?</b>	<b>Unfilled Vacancies: How many necessary positions, based on actual enrollment, were unfilled at the middle of the year (January 2023)?</b>	<b>How many total staff are anticipated to be needed for the 2023–24 school year?</b>
<b>TK Teacher</b>	1	1	0	0	1
<b>Second Adult</b>	0	0	0	0	1?

## Universal PreKindergarten Planning and Implementation Grant Program

6. Which of the following strategies has the LEA employed to support diverse and effective prospective **CSPP** teachers, including multilingual educators, **to obtain a Child Development Teacher Permit?** [select all that apply]

*Not applicable*

- Partnered with a local IHE offering eligible early childhood education or childhood development coursework
- Partnered with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit
- Provided information on scholarship and grant opportunities
- Applied for workforce development funding and grant opportunities
- Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
- Provided a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
- Provided advising on requirements and planning for how to meet the Child Development Teacher Permit requirements
- Offered unit-bearing coursework at a local district site during times that work for teachers
- Other [describe, open response]
- None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit
- Not applicable (the LEA does not employ CSPP staff)

## Universal PreKindergarten Planning and Implementation Grant Program

### Focus Area D: Curriculum, Instruction, and Assessment

It is critical for each LEA and preschool program partner to develop or select curriculum or curricula that are developmentally-informed and aligned with the strengths of all students, including multilingual students and students with disabilities, as well as ensure curricula are implemented with fidelity to support intentional, quality instruction for all students. LEAs and preschool program partners should consider how they provide coherent, culturally- and linguistically-responsive UPK curriculum or curricula anchored in the *California Preschool Learning Foundations* (<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and the *California Preschool Curriculum Frameworks* (<https://www.cde.ca.gov/sp/cd/re/psframework.asp>) to support the development of skills across the domains outlined in those documents.

### Required Questions

1. Did the LEA provide any of the following language model(s) for TK students?  
[select all that apply]
  - Dual language program with a language allotment of 50/50 [open response for language offered]
  - Dual language program where a non-English language is intentionally used 90 percent of the time, and English is used 10 percent of the time [open response for non-English language offered]
  - Dual language program where a non-English language is intentionally used 80 percent of the time, and English is used 20 percent of the time [open response for non-English language offered]
  - Dual language program where a non-English language is intentionally used 70 percent of the time, and English is used 30 percent of the time [open response for non-English language offered]
  - Home language instructional program where all instruction is in a non-English language
  - Home language instructional program where home language instruction is intentionally incorporated in another way [Open response - Please describe:]
  - English-only instruction with home-language support
  - None*
  - Other [describe, open response]



## Universal PreKindergarten Planning and Implementation Grant Program

2. If the LEA administers CSPP, did it provide any of the following language model(s) for CSPP students? [select all that apply]

*Not applicable*

- Dual language program with a language allotment of 50/50 [open response for language offered]
- Dual language program where a non-English language is intentionally used 90 percent of the time, and English is used 10 percent of the time [open response for non-English language offered]
- Dual language program where a non-English language is intentionally used 80 percent of the time, and English is used 20 percent of the time [open response for non-English language offered]
- Dual language program where a non-English language is intentionally used 70 percent of the time, and English is used 30 percent of the time [open response for non-English language offered]
- Home language instructional program where all instruction is in a non-English language
- Home language instructional program where home language instruction is intentionally incorporated in another way [Open response - Please describe:]
- English-only instruction with home-language support
- None
- Other [describe, open response]
- Not applicable, the LEA does not operate a CSPP

3. Select the curriculum approach(es) TK programs are using to build student's math, language and literacy, and social-emotional skills (the following are examples that have been used in TK programs, and not necessarily State-endorsed curricula) [select all that apply]:

- Whole-Child or Comprehensive Pre-K Curriculum [Examples: Creative Curriculum, HighScope, Frog Street, Big Day for PreK, Splash Into PreK, Benchmark: Ready to Advance (Listos y Adelante), Three Cheers for PreK, Connect4Learning, Get Set for School, etc.]
- Pre-K Literacy-Specific Curriculum [Examples: Opening the World of Learning; Heggerty Phonemic Awareness PreK; Handwriting Without Tears PreK; World of Wonders PreK, Fountas & Pinnell PreK, Zoophonics, SEAL Model, etc.]
- Pre-K Math-Specific Curriculum [Examples: Building Blocks PreK, ORIGO Stepping Stones PreK Math, Eureka Math, MyMath PreK, Everyday Mathematics PreK, Bridges in Mathematics PreK, etc.]*
- District or teacher-developed math units for TK*

## Universal PreKindergarten Planning and Implementation Grant Program

- District or teacher-developed literacy units for TK*
  - Social-Emotional Curriculum [Examples: Second Step, Kimochis, Sanford Harmony]*
  - Whole-Child Approach or Philosophy for PreK [Examples: Emergent Curriculum, Reggio Emilia Approach, Montessori, Waldorf]
  - Kindergarten Curriculum Used (Not Pre-K) [Examples: World of Wonders for Kindergarten, Investigations Math, Mathematics Their Way, enVision Math, Journeys Reading Program, Go Math, or district benchmark units for kindergarten]*
  - Other [open response]
4. Identify methods the LEA used to support the development of social-emotional learning, and executive function skills, through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select up to three]
- Provided training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model
  - Implemented the CSEFEL Pyramid Model in the classroom
  - Designed developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, used students' pictures or words in daily routines, feelings charts)*
  - Promoted learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings*
  - Used developmental observations to identify children's emerging skills and support their development through daily interactions*
  - Developed lesson plans or used a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction*
  - Staff development opportunities encouraged reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills*
  - Offered open-ended, self-directed learning opportunities that fostered individual interests, curiosity, and new learning*
5. What instructional practices has the LEA implemented to support children with varying ability levels in UPK programming? [select up to three]
- Implemented Universal Design for Learning*

## Universal PreKindergarten Planning and Implementation Grant Program

- Provided adaptations to instructional materials*
- Provided specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models*
- Implemented social-emotional strategies, such as the Pyramid Model, CSEFEL, and others*
- Provided additional staff to support participation in instruction*
- Other [open response]

6. What assessments did the LEA use in TK? [select all that apply]

- ASQ
- BRIGANCE Early Childhood Screen
- DRDP
- LEA-based grade level benchmarks and a report card*
- Teaching Strategies (TS) GOLD
- Work Sampling System*
- Other []
- The LEA did not use a common TK assessment
- Unsure

7. On which child observational assessments has the LEA offered professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

- ASQ
- BRIGANCE Early Childhood Screen
- DRDP
- LEA-based, grade level benchmarks and a report card*
- Teaching Strategies GOLD (TS GOLD)
- Work Sampling System*
- Other [describe, open response]
- The LEA did not offer professional learning on child observational assessments

## Universal PreKindergarten Planning and Implementation Grant Program

8. On what topics has the LEA offered professional learning regarding early childhood education to site leaders and principals? [select all that apply]
- Effective adult-child interactions*
  - Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
  - Children's developing math and science (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
  - Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
  - Implicit bias and culturally- and linguistically-responsive practice*
  - ACES and trauma- and healing-informed practice*
  - Curriculum selection and implementation*
  - Creating developmentally-informed environments*
  - Administration and use of child assessments to inform instruction*
  - Support for multilingual learners, including home language development and strategies for a bilingual classroom*
  - Serving children with disabilities in inclusive settings, including Universal Design for Learning*
  - Engaging culturally- and linguistically-diverse families*
  - Early childhood behavioral health (e.g. early childhood mental health consultation)*
  - Other [describe, open response]
  - Site leaders and principals were not offered professional learning on early childhood education*

## Universal PreKindergarten Planning and Implementation Grant Program

### Focus Area E: LEA Facilities, Services, and Operations

It is critical to ensure that LEA facilities, services, and operations are thoughtfully aligned to support the implementation of UPK and movement towards a P-3 continuum. It is also critical for early education programs currently operating to continue to be a part of California's mixed-delivery system by creating shared space, blending funding and coordinating service delivery.

#### For Facilities:

For facilities planning, draw on the Projected Enrollment and Needs Assessment section of this document and the LEA's Facilities Master Plan. The objectives of this section are to identify the availability of space for UPK, the adequacy of available space to meet the kindergarten facilities standards for meeting the needs of young children, and, if needed, to update the Facilities Master Plan to address any unmet need for developmentally-appropriate space.

#### Required Questions

1. For which students in TK and early learning programs was transportation provided?
  - Transportation was provided for all children that wanted it
  - Transportation was provided for some children
  - Which children were provided with transportation? [open response – character limit 1,000]
  - No transportation was provided*
  - Other [open response]
  
2. What transportation did the LEA offer to children enrolled in TK? [select all that apply]
  - Transportation to and from the TK program
  - Transportation from the TK program to an extended learning and care opportunity on another LEA site
  - Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)
  - No transportation was provided*
  
3. What strategies has the LEA implemented to ensure TK students have access to meals and adequate time to eat? (Note: The LEA must continue to comply with all health and safety, state, and federal Child Nutrition Program regulations while implementing meal service) [select all that apply]

## Universal PreKindergarten Planning and Implementation Grant Program

- Added additional meal services and time in the cafeteria*
- Offered breakfast after the bell (students picked up a breakfast and brought it to the classroom)*
- None
- Other [open response]

4. If you had a Pre-K program before UPK implementation, what efforts have been made to prevent the displacement of existing early education programs?

N/A

5. Do you expect to have sufficient classroom space by 2025–26 to accommodate your projected enrollment? [single choice]

- Yes
- No
- If no, how many more classrooms does the LEA need? [identify number, open response]
- If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

6. Did the classroom space meet the K standards described in [California Code of Regulations, Title 5, Section 14030\(h\)\(2\)](#)? [single choice]

- Yes
- No
- If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at <https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding>) [describe, open response]

7. Did the classroom space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]

- Yes, all classrooms had necessary adaptive equipment.*
- Some classrooms had necessary adaptive equipment.
- No classrooms had necessary adaptive equipment.
- No
- If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]

## Universal PreKindergarten Planning and Implementation Grant Program

8. Did the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]

- Yes
- No
- If no, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming? [describe, open response]

9. In which of the following areas did the LEA make updates to facilities with UPK Planning & Implementation grant funding? [select all that apply]

- Turfed area*
- Paved area*
- Apparatus area*
- Land required for buildings and grounds*
- Total square feet required*
- Bathroom facilities*
- Other
- None of the above

## Universal PreKindergarten Planning and Implementation Grant Program

### Technical Assistance Questions

The CDE is collecting information on the type(s) and topics of technical assistance that LEAs need to support implementation of a robust and effective UPK program. This information will be used to leverage existing resources and inform future technical assistance opportunities provided by CDE partners, including COEs, to help ensure that the needs of LEAs are met.

The following questions are optional. However, the CDE will be collecting any information that LEAs wish to provide in response to these questions via the survey that the CDE administers to collect the required data questions above.

1. What technical assistance would be most helpful related to projecting enrollment and assessing needs? [select all that apply]

- Support for parent surveys to gauge interest in service delivery models*
- Data analysis capacity building to support staff to refine enrollment projections based on community context*
- Information on program eligibility requirements to project enrollment across programs*

2. What technical assistance would be most helpful related to the elements included in Focus Area A: Vision and Coherence? [select all that apply]

- Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)*
- Creating inclusive classrooms, including implementing Universal Design for Learning*
- Templates or framework for drafting a P-3 vision that partners and parents support
- Models for administrative structures that support effective UPK programs and facilitate connections with ELO-P and non-LEA-administered early learning and care programs*
- Support for developing and applying to administer a CSPP contract
- Technical assistance on how to integrate UPK and P-3 in the district LCAP
- Guidance on best practices for smooth transitions through the P-3 continuum
- Considerations for TK early admittance*

3. What technical assistance would be most helpful related to the elements included in Focus Area B: Community Engagement and Partnerships? [select all that apply]



## Universal PreKindergarten Planning and Implementation Grant Program

- Support for parent surveys and engagement activities to understand parent needs and support authentic choice*
  - Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 County Commissions, Head Start Policy Councils and other early learning and care leadership tables
  - Guidance on best practices for enrolling more children with disabilities in UPK classrooms and providing services in inclusive settings
  - Strategies for meeting ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children*
  - Increasing UPK enrollment and parent awareness of programs*
4. What technical assistance would be most helpful related to the elements included in Focus Area C: Workforce Recruitment and Professional Learning? [select all that apply]
- Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)*
  - Creating joint professional learning opportunities for preschool and elementary school teachers within LEAs or across LEA- and CBO-administered programs*
  - Strategies to support the teacher pipeline, including, but not limited to, recruiting multilingual educators, cohort models, apprenticeships, or residency programs*
  - Identifying the content, type, and frequency of professional learning opportunities given the needs of the community and the LEA's P-3 vision
  - Creating professional learning opportunities to provide site leaders with more early childhood knowledge*
  - Building partnerships with IHEs or COEs to support professional learning opportunities and degree attainment*
  - Support for communications to recruit prospective educators and share grant and scholarship opportunities to support degree attainment*
5. What technical assistance would be most helpful related to support for professional learning opportunities on specific topics? [select all that apply]
- Effective adult-child interactions*

## Universal PreKindergarten Planning and Implementation Grant Program

- Children's literacy and language development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
  - Children's math and science development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
  - Children's social-emotional development (aligned with the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks)
  - Implicit bias and culturally- and linguistically-responsive practice*
  - Trauma- and healing-informed practice*
  - Curriculum selection and implementation*
  - Creating developmentally-informed environments*
  - Administration and use of child assessments to inform instruction*
  - Support for multilingual learners, including home language development and strategies for a bilingual classroom*
  - Serving children with disabilities in inclusive settings, including Universal Design for Learning*
  - Engaging culturally- and linguistically-diverse families*
6. What technical assistance would be most helpful related to support for specific professional learning delivery mechanisms? [select all that apply]
- Coaching and mentoring*
  - Classroom observations and demonstration lessons with colleagues*
  - Workshops with external professional development providers*
  - Internally-delivered professional learning workshops and trainings*
  - Operating an induction program
7. What technical assistance would be most helpful related to the elements included in Focus Area D: Curriculum, Instruction, and Assessment [select all that apply]
- Guidance on how to adopt the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks into a specific UPK setting (for example, mixed-age classrooms)
  - Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades*
  - Guidance and best practices on how to monitor and support curriculum fidelity in UPK settings*

## Universal PreKindergarten Planning and Implementation Grant Program

- Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students*
  - Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities*
  - Specific instructional strategies to support specific skills including, but not limited to, children's social-emotional development and home language development*
  - Guidance on appropriate assessment selection and utilization*
  - Guidance on creating dual language immersion or bilingual programs*
8. What technical assistance would be most helpful related to implementing hands-on, interactive, and developmentally-informed early education experiences for UPK students? [select all that apply]
- Using manipulatives to develop fine motor skills*
  - Incorporating a balanced approach to teaching and learning that includes both child-initiated and teacher-guided activities*
  - Facilitating the development of critical thinking skills through the inquiry process (for example, the scientific method) to enhance children's learning experiences*
  - Using differentiated groups that include individual, small, and large group experiences*
  - Considering the structure of the daily routine to enhance individual and group learning experiences*
  - Encouraging purposeful play, choice, social interactions, and collaboration*
  - Creating time and space for children to develop gross motor skills inside the classroom and in the outdoor environment*
  - Using child development knowledge to guide instructional approaches*
  - Providing language- and literacy-rich environments*
  - Intentional planning of developmentally-informed practices and curriculum to meet the individual needs of children in combination classrooms*
  - Facilitating development and exploration through art*
  - Incorporating inclusive practices*
  - Supporting students' home language and English language development*

## Universal PreKindergarten Planning and Implementation Grant Program

- Incorporating materials and manipulatives that are culturally representative of the children served to support dramatic play that inspires engagement, communication, and understanding of diversity*
- Universal Design for Learning*
- Integrated English language development*

9. What technical assistance would be most helpful related to the elements included in Focus Area E: LEA Facilities, Services, and Operations? [select all that apply]

- Guidance on how to modify an elementary school classroom to serve young children*
- Strategies to address transportation issues related to UPK access and enrollment
- Guidance to support strategies that ensure TK students have access to meals and adequate time to eat*
- Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings*
- Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children.*

10. What is the biggest challenge your LEA is facing with the implementation of UPK? [open response, up to 5000 characters]

## Universal PreKindergarten Planning and Implementation Grant Program

### Appendix I – Definitions

The following definitions are critical for UPK planning efforts. Additional terms and definitions can be found in the Guidance Document:

- **Preschool through Third Grade (P-3):** P-3 is a continuum of learning from preschool through third grade that can be supported by intentional practices at the classroom, school, and leadership levels that align curricula, assessment, and professional learning opportunities to ensure instruction builds on the knowledge and skills that children acquire as they transition across grades and settings.
- **Universal Pre-Kindergarten (UPK):** UPK refers to universal TK as well as the expanded CSPP, Head Start, and early childhood special education services that families can choose from to create rich early learning opportunities for all three- and four-year-old children during the year or two years before kindergarten. In high-needs neighborhoods, the CDE strongly encourages LEAs to consider pairing TK programs with access to Head Start and CSPP for age- and income-eligible three- and four-year-old children to further bolster program quality, either through the LEA's own Head Start or CSPP program or via a contract partnership with a CBO that administers a Head Start or CSPP.
- **Transitional Kindergarten (TK):** TK means the first year of a two-year kindergarten program, serving four-year-old children regardless of income that uses a modified kindergarten curriculum that is age- and developmentally-appropriate (*EC* Section 48000 [d]).
- **Universal Transitional Kindergarten (UTK):** UTK refers to the expansion of TK by 2025–26 to serve all four-year-old children by September 1 of each year, regardless of income, providing a year of rich learning opportunities the year before kindergarten that families can choose from as part of California's public education system.
- **California State Preschool Program (CSPP):** CSPP is the largest state-funded preschool program in the nation. CSPP includes both part-day and full-day services to eligible three- and four-year-old children. CSPP provides a core class curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The program is administered through LEAs, colleges, community-action agencies, local government entities, and private, nonprofit agencies.
- **Expanded learning:** This includes before school, after-school, summer, or intersession learning programs that focus on developing the academic,

## Universal PreKindergarten Planning and Implementation Grant Program

social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results-driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

- **Expanded Learning Opportunities Program (ELO-P):** ELO-P provides funding for after-school and summer school enrichment programs for TK through sixth grade. ELO-P is defined as services provided in addition to the normal school day and school year operations, to provide full-day and full-year expanded learning programs to meet the needs of working families whose children are enrolled in TK through sixth grade and also provide expanded learning enrichment programming for students. A full day is defined as in-person before school or after-school expanded learning opportunities that, when added to daily instructional minutes, are no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day.
- **Early learning and care:** This refers to the continuum of programs serving children from birth to preschool or school entry, as well as extended care to support school-age children with before school and after-school care as well as vacation schedules. This includes general childcare, Early Head Start and Head Start, community-based early learning and care programs, family childcare providers, and family, friend, and neighbor care.
- **Extended learning and care:** This refers to the continuum of programs and services (early learning and care options and expanded learning options) available in addition to the normal school day and school year operations, to provide full-day and full-year care to meet the needs of working families whose children are enrolled in TK or kindergarten. A full day is defined as in-person before school or after-school programming or care that, when added to daily instructional minutes, provide no fewer than nine hours of combined instructional time and expanded learning opportunities per instructional day. A full year includes a minimum of 30 days of programming in the summer and intersession for no fewer than nine hours of in-person expanded learning opportunities per day. Funding to support extended learning and care for children enrolled in TK includes ELO-P and the CSPP, as specified in guidance provided by the CDE's Early Education Division. Additional subsidized care opportunities may be available to families who qualify, such as childcare vouchers and the General Child Care School Age program.