



Magnolia Public Schools

Board Meeting

Date and Time

Monday June 6, 2016 at 5:00 PM

Location

MSA San Diego 6365 Lake Atlin Avenue San Diego CA 92119

AGENDA

Annual Meeting of the MPS Board of Directors

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

Remotely by dialing in to the numbers below:

Dial: 1.844.572.5683 Code: 1948435

- 6181 Albion Dr. Huntington Beach, CA 92647 (Dr. Ali Korkmaz)
- 11000 Wilshire Blvd Los Angeles, CA 90024 (Mrs. Diane Gonzalez)
- 1426 Horizon Ct San Marcos, CA 92078 (Dr. Salih Dikbas)
- 449 36th Street #2 Brooklyn, NY 11232 (Mr. Nguyen Huynh)
- 1020 South Olive Street, 7th Floor Los Angeles, CA 90015 (Mrs. Noel Unterburger)
- 1745 Technology Dr. Set 200 San Jose, CA 95110 (Dr. Umit Yapanel)
- UCLA Boyer 659, 611 Charles Young Dr. E, Los Angeles CA 90095 (Dr. Saken Sherkhanov)
- 1363 Ridgecrest Rd Pinole CA 94564 (Serdar Orazov)
- 4831 E. Copa de Oro Dr. Anaheim, CA 92807 (Dr. Remzi Oten)

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact the MPS central office. If you need special assistance to attend the meeting, please notify Barbara Torres at (213) 628.3634 x100 to make arrangements and accommodate your disability.

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

MPS Board Members:
Dr. Umit Yapanel, President
Ms. Noel Russell- Unterburger, Treasurer
Dr. Saken Sherkhanov, Secretary
Dr. Salih Dikbas
Dr. Ali Korkmaz
Dr. Remzi Oten
Mr. Serdar Orazov
Ms. Diane Gonzalez
Mr. Nguyen Huynh

Notice of Closed Session Agenda Items

Due to space limitations on the following pages of the agenda, notice of closed session agenda items is provided here.

- IV.A. Conference with Legal Counsel—Anticipated Litigation
Initiation of litigation pursuant to paragraph (4) of subdivision (d) of Section 54956.9: two cases
- IV.B. Conference with Real Property Negotiators
Property: 1290 Pomeroy Ave., Santa Clara, CA 95051
Agency negotiator: Frank Gonzalez
Negotiating parties: Mission City Church Assembly of God Santa Clara
Under negotiation: price and terms of payment
- IV. B. Conference with Real Property Negotiators
Property: 6365 Lake Atlin Ave., San Diego, CA
Agency negotiator: Frank Gonzalez
Negotiating parties: Preface LLC
Under negotiation: price and terms of payment
- IV. B. Conference with Real Property Negotiators
Property: 6725 Kester Ave. Van Nuys, CA 91405
Agency negotiator: Frank Gonzalez
Negotiating parties: Marcus and Millichap
Under negotiation: price and terms of payment
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Agenda

	Purpose	Presenter	Duration
I. Opening Items			
A. Record Attendance and Guests			
B. Call the Meeting to Order			
C. Flag Salute			1
D. Public Comment			5
E. Oral Communications			5
F. Approve Minutes of Regular Board Meeting- May 12, 2016	Approve Minutes		
G. Approve Minutes of Special Board Meeting- May 24, 2016	Approve Minutes		
II. Consent Agenda			
A. Approval 2016-17 School Calendars for MSA Santa Clara, Santa Ana and San Diego	Vote	David Yilmaz	1
B. Approval of 2016-17 MPS Board of Directors Meeting Calendar	Vote	Kelly Hourigan	1
C. Approval of Educators Spending Plan	Vote	Oswaldo Diaz	1
D. Approval of Food Services Vendor	Vote	Kelly Hourigan	1
E. Approval of MERF 2014 and MSA 2010-2014 Income Tax Returns	Vote	Oswaldo Diaz	1
F. Approval of Local Control and Accountability Plans for all Magnolia Science Academies	Vote	Alfredo Rubalcava	5
G. Approval of Partnership Agreement for LA Schools (Parent College Proposal)	Vote	Alfredo Rubalcava	1
H. Approval of Updated Conflict of Interest Code	Vote	Kelly Hourigan	1
I. Approval of Gifted and Talented Program	Vote	Kelly Hourigan	5
J. Approval of LAUSD Charter Operated Program Written Notice for MSA 1-8	Vote	Kelly Hourigan	1
K. Approval of Orrick Public Finance Reimbursement Resolution	Vote	Frank Gonzalez	1
L. Approval of Revisions to Accounting Policies and Procedures	Vote	Oswaldo Diaz	1
M. Approval of Cash Management Intra-Company Loans for Operational Expenses	Vote	Oswaldo Diaz	1
III. Action Items			
A. Approval of Title III Improvement Plan	Vote	Kenya Jackson	5

B. Approval of Math Placement Policy	Vote	Kenya Jackson	5
C. Approval of 2016-17 Annual Budgets for Magnolia Public Schools	Vote	Oswaldo Diaz	15
D. Approval of Revised CMO Cost Allocation Table and Contingency Reserve	Vote	Oswaldo Diaz	15
E. 2016-17 Certification of Assurances, Protected Prayer Certification, Application for Funding	Vote	Oswaldo Diaz	5
F. Approval of 2015-16 Student Policies	Vote	David Yilmaz	5

IV. Closed Session Items

A. Conference with Legal Counsel- Anticipated Litigation	Discuss	Caprice Young	15
B. Conference with Real Property Negotiators	Discuss	Frank Gonzalez	10

V. Written Updates

A. Academic Department Year End Report	FYI	Kenya Jackson	1
B. Communications Department Year End Report	FYI	Alfredo Rubalcava	1
C. Operations Department Year End Report	FYI	Kelly Hourigan	1
D. Human Resource Department Year End Report	FYI	Terri Boatman	1
E. Facilities Department Year End Report	FYI	Frank Gonzalez	1
F. Finance Department Year End Report	FYI	Oswaldo Diaz	1
G. Financial Update- April 2016	FYI	Oswaldo Diaz	1

VI. Closing Items

A. Adjourn Meeting	Vote
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Agenda Cover Sheets

Section:	II. Consent Agenda
Item:	A. Approval 2016-17 School Calendars for MSA Santa Clara, Santa Ana and San Diego
Purpose:	Vote
Goal:	
Submitted by:	
Related Material:	II A 2016-17 Academic Calendars MSA SD,SC,SA.pdf
Section:	II. Consent Agenda
Item:	B. Approval of 2016-17 MPS Board of Directors Meeting Calendar
Purpose:	Vote
Goal:	
Submitted by:	
Related Material:	II B 2016-17 Governing Board Calendar.pdf
Section:	II. Consent Agenda
Item:	C. Approval of Educators Spending Plan
Purpose:	Vote
Goal:	
Submitted by:	
Related Material:	II C Revised Educator Effectiveness Spending Plan - All Schools.pdf II C Revised Educator Effectiveness Spending Plan - All Schools.pdf II C Educator Effectiveness Spending Plan.pdf
Section:	II. Consent Agenda
Item:	D. Approval of Food Services Vendor
Purpose:	Vote
Goal:	
Submitted by:	
Related Material:	II D Food Vendor Services.pdf
Section:	II. Consent Agenda
Item:	E. Approval of MERF 2014 and MSA 2010-2014 Income Tax Returns
Purpose:	Vote
Goal:	
Submitted by:	
Related Material:	II E Income Tax Returns.pdf

Section: **II. Consent Agenda**
Item: F. Approval of Local Control and Accountability Plans for all Magnolia Science Academies
Purpose: Vote
Goal:
Submitted by:
Related Material: II F LCAPs.pdf

Section: **II. Consent Agenda**
Item: G. Approval of Partnership Agreement for LA Schools (Parent College Proposal)
Purpose: Vote
Goal:
Submitted by:
Related Material: II G Parent College Proposal.pdf
II G Revised Attachments.pdf

Section: **II. Consent Agenda**
Item: H. Approval of Updated Conflict of Interest Code
Purpose: Vote
Goal:
Submitted by:
Related Material: II H Updated Conflict of Interest Code.pdf

Section: **II. Consent Agenda**
Item: I. Approval of Gifted and Talented Program
Purpose: Vote
Goal:
Submitted by:
Related Material: II I GATE Program.pdf

Section: **II. Consent Agenda**
Item: J. Approval of LAUSD Charter Operated Program Written Notice for MSA 1-8
Purpose: Vote
Goal:
Submitted by:
Related Material: II J LAUSD COP Written Notice for MSA 1-8.pdf

Section: **II. Consent Agenda**

Item: K. Approval of Orrick Public Finance Reimbursement Resolution
Purpose: Vote
Goal:
Submitted by:
Related Material: II K Orrick Reimbursement Finance Resolution.pdf

Section: **II. Consent Agenda**
Item: L. Approval of Revisions to Accounting Policies and Procedures
Purpose: Vote
Goal:
Submitted by:
Related Material: II L Approval of Financial Policies and Procedures.pdf

Section: **II. Consent Agenda**
Item: M. Approval of Cash Management Intra-Company Loans for Operational Expenses
Purpose: Vote
Goal:
Submitted by:
Related Material: II M Intracompany Loans.pdf

Section: **III. Action Items**
Item: A. Approval of Title III Improvement Plan
Purpose: Vote
Goal:
Submitted by:
Related Material: III A Title III Improvement Plan.pdf

Section: **III. Action Items**
Item: B. Approval of Math Placement Policy
Purpose: Vote
Goal:
Submitted by:
Related Material:
III B Math Policy.pdf
III B Revised Curriculum Policy - Mathematics Placement Policy-3.pdf

BACKGROUND:
Revisions made based on Academic Committee recommendations.

Section: **III. Action Items**
Item: C. Approval of 2016-17 Annual Budgets for Magnolia Public Schools

Purpose: Vote
Goal:
Submitted by:
Related Material: III C 2016-17 Budget Revised.pdf

Section: **III. Action Items**
Item: D. Approval of Revised CMO Cost Allocation Table and Contingency Reserve
Purpose: Vote
Goal:
Submitted by:
Related Material: III D CMO Allocation.pdf

Section: **III. Action Items**
Item: E. 2016-17 Certification of Assurances, Protected Prayer Certification, Application for Funding
Purpose: Vote
Goal:
Submitted by:
Related Material: III E CARS Documents.pdf

Section: **III. Action Items**
Item: F. Approval of 2015-16 Student Policies
Purpose: Vote
Goal:
Submitted by:
Related Material:
III F Revised Student Policies - MPS Homeless Education Policy.pdf
III F 2015-16 Student Policies.pdf
III F Revised Student Policies - Parent Involvement Policy.pdf

BACKGROUND:

minor revisions to the attached policies (in revised docs) Homeless Education: -Revised reference from NCLB to ESSA (new law) -Copied the new homeless definition and expectations from homeless liaison from the new law (we had some older language) ? Parent Involvement: -Revised reference from NCLB to ESSA (new law) -Added reference to LCAP besides the LEA plan -Revised the old SSC structure to the new one which is consistent with our charter/law

Section: **V. Written Updates**
Item: A. Academic Department Year End Report
Purpose: FYI
Goal:
Submitted by:
Related Material: V A Academic Dept Year End Report.pdf

Section: V. Written Updates
Item: B. Communications Department Year End Report
Purpose: FYI
Goal:
Submitted by:
Related Material: V B OCD End of Year Report.pdf

Section: V. Written Updates
Item: C. Operations Department Year End Report
Purpose: FYI
Goal:
Submitted by:
Related Material: V C Operations Dept Year End Report.pdf

Section: V. Written Updates
Item: D. Human Resource Department Year End Report
Purpose: FYI
Goal:
Submitted by:
Related Material: V D HR Dept Year End Report.pdf

Section: V. Written Updates
Item: E. Facilities Department Year End Report
Purpose: FYI
Goal:
Submitted by:
Related Material: V E Facilities Dept Year End Report.pdf

Section: V. Written Updates
Item: F. Finance Department Year End Report
Purpose: FYI
Goal:
Submitted by:
Related Material: V F Finance Dept Year End Report.pdf

Section: V. Written Updates
Item: G. Financial Update- April 2016
Purpose: FYI
Goal:

Submitted by:

Related Material: V G April 2016 Financial Update.pdf



Magnolia Public Schools

Minutes

Board Meeting

Date and Time

Thursday May 12, 2016 at 6:00 PM

Location

MSA 6 3754 Dunn Drive, Los Angeles, CA 90034 Dial: 1.844.572.5683 Code:1948435

AGENDA

Regular Meeting of the MPS Board of Directors

MPS Board Members:

Dr. Umit Yapanel, President

Mrs. Noel Russell- Unterburger, Treasurer

Mr. Saken Sherkhonov, Secretary

Dr. Ali Korkmaz

Dr. Salih Dikbas

Dr. Remzi Often

Mr. Serdar Orazov

Mrs. Diane Gonzalez

Mr. Nguyen Huynh

CEO and Superintendent:

Dr. Caprice Young

Conference with Real Property Negotiators

Property: 1290 Pomeroy Ave Santa Clara, CA 95051

Agency Negotiator: Frank Gonzalez

Negotiating Parties: Mission City Church Assembly of God Santa Clara

Board Members Present

A. Korkmaz (remote), N. Huynh (remote), N. Russell-Unterburger (remote), R. Oten (remote), S. Orazov, U. Yapanel

Board Members Absent

D. Gonzalez, S. Sherkhanov

Guests Present

S. Dikbas

I. Opening Items

A.Record Attendance and Guests

B.Call the Meeting to Order

U. Yapanel called a meeting of the board of directors of Magnolia Public Schools to order on Thursday May 12, 2016 @ 6:30 PM at MSA 6 3754 Dunn Drive, Los Angeles, CA 90034 Dial: 1.844.572.5683 Code:1948435.

C.Flag Salute

Flag Salute was lead by K. Hourigan, Chief Operations Officer.

D.Public Comments

There were no public comments.

E.Approve Minutes of Regular Board Meeting- April 21, 2016

U. Yapanel made a motion to approve minutes from the Board Meeting on 04-21-16.

S. Orazov seconded the motion.

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

Roll Call

U. Yapanel	Aye
N. Russell-Unterburger	Aye
S. Orazov	Aye
A. Korkmaz	Aye
N. Huynh	Aye
R. Oten	Aye

II. Action Items

A.Approval of Desk Procedure for H1B Process

O. Diaz, Chief Financial Officer, presented the Desk Procedure for H1B Visas item. He explained that this policy was an item that had to be followed up in response to the LAUSD Settlement Agreement. He informed the Board that no new visa processes had been started since the settlement for any LAUSD schools, before this process is reconvened LAUSD must agree on our process. O. Diaz explained that this procedure details the immigration data collection and reporting procedure which allows MPS to keep track of all documents in a formal manner. C. Young, Chief Executive Officer, went over the number of current employees whom are visa holders and perm holders within MPS. The MPS finance committee informed the Board that this item had been discussed by the committee. O. Diaz addressed all questions.

S. Orazov made a motion to approve the H1B Visa Desk Procedure.

U. Yapanel seconded the motion.

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

Roll Call

R. Oten	Aye
S. Orazov	Aye

D. Gonzalez	Absent
U. Yapanel	Aye
N. Russell-Unterburger	Aye
N. Huynh	Aye
S. Sherkhanov	Absent
A. Korkmaz	Aye

B.Approval of Baseline Capital Plan

F. Gonzalez, Chief Growth Officer, went over the Baseline Capital Plan. He went over the projected projects in detail and explained that the approval of the Baseline Capital Plan would approve the baseline of the plans, not the projects, projects would be presented for Board approval individually as needed. The MPS Finance Committee recommended this item for approval. F. Gonzalez and O.Diaz addressed all questions.

S. Orazov made a motion to recommend approval of the Baseline Capital Plan.

U. Yapanel seconded the motion.

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

Roll Call

U. Yapanel	Aye
R. Oten	Aye
S. Sherkhanov	Absent
N. Huynh	Aye
A. Korkmaz	Aye
D. Gonzalez	Absent
S. Orazov	Aye
N. Russell-Unterburger	Aye

C.Approval of Non-Certified Employee Pay Rates

T. Boatman, Director of Human Resources, presented the Non-Certified Employee Pay Scale to the Board. She Explained that this scale is in line with market rates and school budgets, the scale has a minimum, median and max for salary ranges. The Board requested to receive follow up on dollar amounts and budget impact for each school. T. Boatman addressed all Board members' questions.

S. Orazov made a motion to approve the new compensation model for non certificated, administration, and special instruction school employee pay rates within the dollars allocated previously by the board.

U. Yapanel seconded the motion.

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

Roll Call

N. Russell-Unterburger	Aye
A. Korkmaz	Aye
S. Orazov	Aye
R. Oten	Aye
S. Sherkhanov	Absent
D. Gonzalez	Absent
U. Yapanel	Aye
N. Huynh	Aye

D.Approval of New Home Office Employee Positions

This item was tabled for a future Board meeting.

III. Discussion Items

A.2015-16 Educator Effectiveness Spending Plan

C. Young, Chief Executive Officer and O. Diaz, Chief Financial Officer, explained the Educators Spending Plan to the Board. They explained it's requirements and how it would be applied to the MPS budget. This item will be presented to the Board as an action item during the next Board meeting. O. Diaz addressed all questions. This was a discussion item, no actions were taken.

IV. Written Updates

A.Enrollment Update

A. Rubalcava, Chief External Officer, went over current and projected enrollment numbers for each Magnolia Science Academy. He explained that the biggest concentration has been MSA SA for recruitment of the new site. He also explained that there are many interested students for the new MSA SC site. Prop 39 information as it relates to enrollment for applicable schools provided by Chief Growth Officer, Frank Gonzalez and Northern Regional Director, S. Acar. All questions were addressed. This was an information item, no actions were taken.

B.Media Quarterly Report and Social Media Metrics

A. Rubalcava, Chief External Officer, went over the Magnolia Public Schools (MPS) media focus for the last quarter and how MPS media reputation has improved. This was an information item, all questions were addressed. No actions were taken.

C.Financial Update- March 2016

O. Diaz explained the March 2016 financials to the board. He explained the MERF projected loss included depreciation, and explained that expenses that benefit specific schools are being allocated to schools directly rather than MERF such as audit fees. Grant opportunities for the upcoming year were discussed. O. Diaz addressed all questions. This was a discussion item, no actions were taken.

V. Closed Session

A.Conference with Real Property Negotiators

No actions were taken.

VI. Closing Items

A.Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:44 PM.

Respectfully Submitted,
U. Yapanel



Magnolia Public Schools

Minutes

Board Meeting

Date and Time

Tuesday May 24, 2016 at 7:00 PM

Location

Teleconference Dial:1.844.572.5683 Code:1948435

AGENDA

Special Meeting of the MPS Board of Directors

MPS Board Members:

Dr. Umit Yapanel, President

Mrs. Noel Russell- Unterburger, Treasurer

Mr. Saken Sherkhonov, Secretary

Dr. Ali Korkmaz

Dr. Salih Dikbas

Dr. Remzi Oten

Mr. Serdar Orazov

Mrs. Diane Gonzalez

Mr. Nguyen Huynh

CEO and Superintendent:

Dr. Caprice Young

Closed Session:

Conference with Real Property Negotiators

Property: 2261 Kenwood Ave. San Jose CA 95128

Agency Negotiator: Frank Gonzalez

Negotiating Parties: San Jose Unified School District

Board Members Present

A. Korkmaz (remote), D. Gonzalez, N. Huynh (remote), N. Russell-Unterburger (remote), S. Orazov (remote), S. Sherkhonov (remote)

Board Members Absent

R. Oten, U. Yapanel

Guests Present

S. Dikbas (remote)

I. Opening Items

A.Record Attendance and Guests

B.Call the Meeting to Order

U. Yapanel called a meeting of the board of directors of Magnolia Public Schools to order on Tuesday May 24, 2016 @ 7:00 PM at Teleconference
Dial:1.844.572.5683 Code:1948435.

C.Public Comments

There were no public comments.

II. Action Item

A.Approval of Selected Vendors for Erate Eligible Services for Magnolia Science Academies

K. Hourigan, Chief Operations Officer, C. Young, Chief Executive Officer, R. Monoshev, Director of Technology, explained the Erate program to the Board. R. Monoshev explained the RFP process and the process for obtaining the best prices. He explained the need for quality equipment at the Magnolia Science Academies and how this equipment would benefit the schools. This RFP is for all technology needs for 2016-17 not only Erate eligible equipment. We are currently using more than 30 online services at all of our schools, these require the presented equipment. R. Monoshev as instructed by the Board to check of title funds that require a technology plan. R. Monoshev addressed all Board members' questions.

S. Orazov made a motion to approve the selected vendors for Erate Eligible Services for Magnolia Science Academies as presented and delegates the CEO to move forward with actions required to receive these funds.

U. Yapanel seconded the motion.

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

Roll Call

R. Oten	Absent
U. Yapanel	Aye
S. Sherkhanov	Aye
A. Korkmaz	Aye
N. Russell-Unterburger	Aye
N. Huynh	Aye
D. Gonzalez	Absent
S. Orazov	Aye

III. Discussion Item

A.Discussion of CMO Fee Calculation

O. Diaz, Chief Financial Officer, explained the CMO allocation to the Board. S. Orazov and N. Unterburger (board members) presented suggestions of possible

changes to be made to the CMO allocation table. C. Young went over the changes in the budget in 2015-16 such as legal fees, public relations, home office positions that have changed/been added this year, allocation of salaries, and reduction of positions for next year, the addition of 401K retirement benefits. C. Young went over the activities that the CMO office did for the schools this year such as FCMAT compliance, LAUSD oversights and federal audit. She also went over the changes in the Academic Plan during 2015-16 school year such as, Professional Development and academic support with intervention. O. Diaz explained that the positions that are directly allocated to the schools can be specifically identified with particular schools, and CMO fees benefit all schools. O. Diaz and C. Young addressed all questions. This was a discussion item, no actions were taken.

IV. Closed Session

A. Conference with Real Property Negotiators

No actions taken.

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:30 PM.

Respectfully Submitted,
U. Yapanel



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II A
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Deputy CAO/Director of Accountability
RE:	Approval of the 2016-17 Academic Calendars for MSA-San Diego, Santa Ana, and Santa Clara

Proposed Board Recommendation

I move that the board approve the 2016-17 Academic Calendars for MSA-San Diego, Santa Ana, and Santa Clara.

Background

This is the proposed academic calendar for MSA-San Diego, Santa Ana, and Santa Clara. We will be offering 180 days of instruction as usual. The calendars also provide for summer training and professional development days during the year.

Budget Implications

N/A

Name of Staff Originator:

David Yilmaz (Deputy CAO/Director of Accountability)

Attachments

-2016-17 Academic Calendars for MSA-San Diego, Santa Ana, and Santa Clara.

MSA-San Diego:

2016-17 ACADEMIC CALENDAR						
	Holidays & Breaks		Important Dates		# of inst. days	
JULY	Independence Day	7/4				
AUGUST			MPS Admin Training	8/1	AUG	7
			MPS Teacher Training	8/3-8/5		
			School-Level Teacher In-Service	8/8-8/12		
			Student/Parent Orientation	8/16/2016		
			BBQ/CoolSIS	8/17-8/19		
			First Day of Instruction	8/23/2016		
SEPTEMBER	Labor Day	9/5	MAP Test - Fall	8/29-9/2	SEP	21
			Back to School Night	9/15/2016		
			Progress Report 1	9/30		
OCTOBER			Staff P.D. Day (Pupil Free Day)	10/21	OCT	20
NOVEMBER	Veterans Day	11/11	Progress Report 2	11/30	NOV	16
	Thanksgiving Break	11/21-11/25	Staff P.D. Day (Min. Day)	11/18		
DECEMBER	Winter Break	12/19-1/2			DEC	12
			First Semester Finals	12/12-12/16		
JANUARY	M. L. King Day	1/16	Last Day of 1st Semester	1/13	1st sem. 9 2nd sem. 12	85
			First Day of Second Semester	1/16		
			Open Application End Date	TBD by each school		
FEBRUARY	Presidents' Day	2/20	Staff P.D. Day (Pupil Free Day)	2/10	FEB	18
			Progress Report 3	2/24		
			Enrollment Lottery Date	TBD by each school		
MARCH	Cesar Chavez Day	3/31	Staff P.D. Day (Pupil Free Day)	3/10	MAR	21
			Progress Report 4	3/31		
APRIL	Spring Break	4/10-4/14	Progress Report 4	4/7	APR	15
			Parent Conferences 2	TBD by each school		
			Staff P.D. Day (Min. Day)	4/7		
MAY	Memorial Day	5/29			MAY	22
JUNE			MAP Test - Spring	5/22-5/26	JUN	4
			Finals	6/5-6/9		
			Last Day of Instruction	6/6		
Instructional Days:						177

MSA-Santa Ana:

	2016-17 ACADEMIC CALENDAR				
	Holidays & Breaks		Important Dates		MSA-SA
JULY	Independence Day	7/4			
AUGUST			MPS Admin Training	8/1	
			MPS Teacher Training	8/3-8/5	
			School-level Teacher In-Service	TBD by each school	New Teacher: 8/8-8/10 all: 8/11-8/12
			Student/Parent Orientation	TBD by each school	8/18 and 8/19
			First Day of Instruction	MSA-1 thru 8: 8/18	8/24
				MSA-SD: MSA-SA: 8/24 MSA-SC:	
SEPTEMBER	Labor Day	9/5	MAP Test - Fall	8/29-9/2	8/29-9/2
			Back to School Night	TBD by each school	9/6 (K-5) 9/7 (6-12)
			Progress Report 1	9/23	
			Parent Conferences 1	TBD by each school	9/28-9/30 (6-12) 10/3-10/7 (K-5)
			Staff P.D. Day (Pupil Free Day)	9/23	
OCTOBER			PSAT	10/19	
			Staff P.D. Day (Pupil Free Day)	10/21	
NOVEMBER	Veterans Day	11/11	Progress Report 2	11/4	
	Thanksgiving Break	11/21-11/25	Staff P.D. Day (Min. Day)	11/18	
DECEMBER	Winter Break	12/19-1/8			
			First Semester Finals	12/12-12/16	
JANUARY	M. L. King Day	1/16	First Day of Second Semester	1/9	1/9
			Open Application End Date	TBD by each school	1/13
FEBRUARY	Presidents' Day	2/20	Staff P.D. Day (Min. Day)	2/10	
			Progress Report 3	2/24	
			Enrollment Lottery Date	TBD by each school	2/2
MARCH	Cesar Chavez Day	3/31	Staff P.D. Day (Pupil Free Day)	3/10	
			Progress Report 4	3/30	
APRIL	Spring Break	4/10-4/14	Parent Conferences 2	TBD by each school	4/6-7 (6-12) 4/10-4/14 (K-5)
			Staff P.D. Day (Min. Day)	4/7	
MAY	Memorial Day	5/29			
JUNE			MAP Test - Spring	5/22-5/26	
			Finals	6/5-6/9	6/12-6/15
			Last Day of Instruction	6/9	6/15

MSA Santa Clara | 2016-2017 CALENDAR

Number of Instructional Days 180

JANUARY 2017						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 M.L. King Day

15-19 Staff PD
24 First Day of School

AUGUST 2016						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

20 President's Week

5 Labor Day
12 Staff PD

SEPTEMBER 2016						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MARCH 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10 Columbus Day
31 Halloween

OCTOBER 2016						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

10-14 Spring Break

11 Veterans Day
24 Thanksgiving Day

NOVEMBER 2016						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2017						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

29 Memorial Day

22 Winter Break

DECEMBER 2016						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2017						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

9 Last Day of Instruction



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II B
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kelly Hourigan, Chief Operations Officer
RE:	2016-2017 Governing Board Meeting Dates

Proposed Board Recommendation

I move that the board approve the 2016-2017 Magnolia Public Schools Governing Board Meeting Dates.

Background

Magnolia Public Schools holds regular governing board meetings at the school sites. The location of the board meetings change to meet authorizer requirements. All meetings are posted in compliance with the Brown Act. The attachment includes the proposed governing board meeting dates for the 2016-2017 school year.

Budget Implications:

There are no budget implications.

Name of Staff Originator:

Kelly Hourigan, Chief Operations Officer

Attachments:

2016-2017 Board Meeting Dates



MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683

P: (714) 892-5066 F: (714) 362-9588

Magnolia Public Schools Board of Directors 2016-17 Meeting Calendar

MPS Board of Director meetings are regularly scheduled monthly on the second Thursday of the month unless otherwise stated. The following is a tentative schedule of regular meetings of the Board for 2016-17.

- July 14, 2016- Teleconference
- August 14, 2016- Los Angeles
- September 8, 2016- Teleconference
- October 13, 2016 – Santa Clara
- November 10, 2016- Teleconference
- December 8, 2016- Los Angeles
- January 19, 2017- Teleconference
- February 9, 2017- Los Angeles
- March 9, 2017- Teleconference
- April 06, 2017- Los Angeles
- May 11, 2017- Teleconference

June 1, 2017- San Diego
(Annual Meeting)

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy	50,302.00

	Expenditure Plan			Total
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).		20,000.00	10,000.00	30,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.		6,000.00	3,000.00	9,000.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹		4,000.00	2,000.00	6,000.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.		4,302.00	1,000.00	5,302.00
	-	34,302.00	16,000.00	50,302.00

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy 2	39,112.00

	Expenditure Plan			Total
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).		14,000.00	7,000.00	21,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.		4,032.00	2,016.00	6,048.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹		4,032.00	2,016.00	6,048.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.		4,016.00	2,000.00	6,016.00
	-	26,080.00	13,032.00	39,112.00

-

As a condition of receiving these funds, the school will:

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¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy 3	36,663.00

	Expenditure Plan			Total
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).		24,442.00	12,221.00	36,663.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.	-	-	-	-
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹	-	-	-	-
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.			-	-
	-	24,442.00	12,221.00	36,663.00
				-

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy 4	19,798.00

	Expenditure Plan			
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Total
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).		\$10,000	\$5,000	15,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.		\$500	\$250	750.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹		\$1,000	\$500	1,500.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.		\$1,698	\$850	2,548.00
	-	13,198.00	6,600.00	19,798.00

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy 5	11,732.00

	Expenditure Plan			
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Total
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).		7,082.00	-	7,082.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.		1,000.00	500.00	1,500.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹		1,000.00	500.00	1,500.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.		1,100.00	550.00	1,650.00
	-	10,182.00	1,550.00	11,732.00

-

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy 6	13,199.00

	Expenditure Plan			
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Total
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).	-	10,000.00	-	10,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.	-	500.00	-	500.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹	-	2,500.00	-	2,500.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.	-	199.00	-	199.00
	-	13,199.00	-	13,199.00

-

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement			
Magnolia Science Academy 7	20,531.00			
	Expenditure Plan			
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Total
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC). Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.		20,531.00	-	20,531.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹	-	-	-	-
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.	-	-	-	-
	-	20,531.00	-	20,531.00
				-

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement			
Magnolia Science Academy Bell	42,529.00			
	Expenditure Plan			
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Total
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC)		20,000.00	10,000.00	30,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.		4,000.00	2,000.00	6,000.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹		4,000.00	1,000.00	5,000.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning		1,019.00	510.00	1,529.00
	-	29,019.00	13,510.00	42,529.00
				-

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement			
Magnolia Science Academy Santa Ana	17,452.00			
	Expenditure Plan			
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Total
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC)		6,000.00	3,000.00	9,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.		6,000.00	-	6,000.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹		2,000.00	-	2,000.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning		452.00	-	452.00
	-	14,452.00	3,000.00	17,452.00
				-

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy San Diego	29,331.00

	Expenditure Plan			Total
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC)		14,000.00	8,000.00	22,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.		3,200.00	1,800.00	5,000.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹		900.00	600.00	1,500.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning		500.00	331.00	831.00
	-	18,600.00	10,731.00	29,331.00

-

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement			
Magnolia Science Academy Santa Clara	32,264.00			
	Expenditure Plan			
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Total
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC) Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.		15,000.00	10,000.00	25,000.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹ To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.	-	-	-	-
		7,264.00	-	7,264.00
			-	-
	-	22,264.00	10,000.00	32,264.00
				-

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy	50,302.00

	Expenditure Plan			Total
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).		20,000.00	10,000.00	30,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.		6,000.00	3,000.00	9,000.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹		4,000.00	2,000.00	6,000.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.		4,302.00	1,000.00	5,302.00
	-	34,302.00	16,000.00	50,302.00

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

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2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy 2	39,112.00

	Expenditure Plan			Total
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).		14,000.00	7,000.00	21,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.		4,032.00	2,016.00	6,048.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹		4,032.00	2,016.00	6,048.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.		4,016.00	2,000.00	6,016.00
	-	26,080.00	13,032.00	39,112.00

-

As a condition of receiving these funds, the school will:

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2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy 3	36,663.00

	Expenditure Plan			Total
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).		24,442.00	12,221.00	36,663.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.	-	-	-	-
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹	-	-	-	-
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.			-	-
	-	24,442.00	12,221.00	36,663.00
				-

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy 4	19,798.00

	Expenditure Plan			
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Total
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).		\$10,000	\$5,000	15,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.		\$500	\$250	750.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹		\$1,000	\$500	1,500.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.		\$1,698	\$850	2,548.00
	-	13,198.00	6,600.00	19,798.00

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy 5	11,732.00

	Expenditure Plan			
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Total
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).		7,082.00	-	7,082.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.		1,000.00	500.00	1,500.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹		1,000.00	500.00	1,500.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.		1,100.00	550.00	1,650.00
	-	10,182.00	1,550.00	11,732.00

-

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy 6	13,199.00

	Expenditure Plan			
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Total
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).	-	10,000.00	-	10,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.	-	500.00	-	500.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹	-	2,500.00	-	2,500.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.	-	199.00	-	199.00
	-	13,199.00	-	13,199.00

-

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement			
Magnolia Science Academy 7	20,531.00			
	Expenditure Plan			
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Total
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC). Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.		20,531.00	-	20,531.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹	-	-	-	-
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.	-	-	-	-
	-	20,531.00	-	20,531.00
				-

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement			
Magnolia Science Academy Bell	42,529.00			
	Expenditure Plan			
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Total
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC)		20,000.00	10,000.00	30,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.		4,000.00	2,000.00	6,000.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹		4,000.00	1,000.00	5,000.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning		1,019.00	510.00	1,529.00
	-	29,019.00	13,510.00	42,529.00
				-

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement			
Magnolia Science Academy Santa Ana	17,452.00			
	Expenditure Plan			
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Total
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC)		6,000.00	3,000.00	9,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.		6,000.00	-	6,000.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹		2,000.00	-	2,000.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning		452.00	-	452.00
	-	14,452.00	3,000.00	17,452.00
				-

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy San Diego	29,331.00

	Expenditure Plan			Total
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC)		14,000.00	8,000.00	22,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.		3,200.00	1,800.00	5,000.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹		900.00	600.00	1,500.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning		500.00	331.00	831.00
	-	18,600.00	10,731.00	29,331.00

-

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement			
Magnolia Science Academy Santa Clara	32,264.00			
	Expenditure Plan			
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Total
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC) Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.		15,000.00	10,000.00	25,000.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹ To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.	-	-	-	-
		7,264.00	-	7,264.00
			-	-
	-	22,264.00	10,000.00	32,264.00
				-

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II C
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Oswaldo Diaz, Chief Financial Officer
RE:	2015-16 Educator Effectiveness Spending Plan

Proposed Board Recommendation

I move that the Board approve the Educator Effectiveness Spending Plan as presented.

Background

School districts, county offices of education, charter schools, and state special schools with full-time equivalent (FTE) certificated staff are eligible to receive Educator Effectiveness funds. The staff counts were calculated by the State Superintendent of Public Instruction using data submitted to the California Longitudinal Pupil Achievement Data System (CALPADS) for the 2014–15 fiscal year.

As a condition of receiving Educator Effectiveness Funds, a school district, county office of education, charter school, or state special school are required to:

- 1) Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board before its adoption in a subsequent public meeting.
- 2) On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development.

This new funding must be used to support the following:

- 1) Beginning teacher and administrator support and mentoring, including programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the Education Code.
- 2) Professional Development for teachers and administrators that is aligned to the state content standards.



MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683

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- 3) Promote educator quality and effectiveness, including training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and writing.

Funds can be expended anytime during the 2015-16, 2016-17, or 2017-18 fiscal years, and must be spent by June 30, 2018.

Budget Implications

There are no budget implications.

Attachments

2015-16 Educator Effectiveness Spending Plan

Name of Staff Originator:

Oswaldo Diaz, Chief Financial Officer

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy	50,302.00

	Expenditure Plan			Total
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).	10,000.00	10,000.00	10,000.00	30,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.	3,000.00	3,000.00	3,000.00	9,000.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹	2,000.00	2,000.00	2,000.00	6,000.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.	2,000.00	2,000.00	1,000.00	5,000.00
	17,000.00	17,000.00	16,000.00	50,000.00

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

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2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy 2	39,112.00

	Expenditure Plan			Total
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).	7,000.00	7,000.00	7,000.00	21,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.	2,016.00	2,016.00	2,016.00	6,048.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹	2,016.00	2,016.00	2,016.00	6,048.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.	2,016.00	2,000.00	2,000.00	6,016.00
	13,048.00	13,032.00	13,032.00	39,112.00

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

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2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement			
Magnolia Science Academy 3	36,663.00			
	Expenditure Plan			
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Total
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).	12,221.00	12,221.00	12,221.00	36,663.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.	-	-	-	-
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹	-	-	-	-
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.	-	-	-	-
	12,221.00	12,221.00	12,221.00	36,663.00

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

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2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy 4	19,798.00

	Expenditure Plan			
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Total
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).	\$5,000	\$5,000	\$5,000	15,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.	\$250	\$250	\$250	750.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹	\$500	\$500	\$500	1,500.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.	\$850	\$850	\$850	2,550.00
	6,600.00	6,600.00	6,600.00	19,800.00

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

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2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy 5	11,732.00

	Expenditure Plan			
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Total
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).	3,541.00	3,541.00	-	7,082.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.	500.00	500.00	500.00	1,500.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹	500.00	500.00	500.00	1,500.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.	550.00	550.00	550.00	1,650.00
	5,091.00	5,091.00	1,550.00	11,732.00

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

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2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement			
Magnolia Science Academy 6	13,199.00			
	Expenditure Plan			Total
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC). Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.	10,000.00	-	-	10,000.00
	500.00	-	-	500.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹	2,500.00	-	-	2,500.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.	199.00	-	-	199.00
	13,199.00	-	-	13,199.00

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

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2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy 7	20,531.00

	Expenditure Plan			Total
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC). Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.	15,000.00	6,000.00	-	21,000.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹	-	-	-	-
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.	-	-	-	-
	15,000.00	6,000.00	-	21,000.00

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy Bell	42,529.00

	Expenditure Plan			Total
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).	10,000.00	10,000.00	10,000.00	30,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.	2,000.00	2,000.00	2,000.00	6,000.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹	2,000.00	2,000.00	1,000.00	5,000.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.	510.00	509.50	509.50	1,529.00
	14,510.00	14,509.50	13,509.50	42,529.00

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy San Diego	29,331.00

	Expenditure Plan			Total
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).	6,500.00	7,500.00	8,000.00	22,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.	1,500.00	1,700.00	1,800.00	5,000.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹	400.00	500.00	600.00	1,500.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.	200.00	300.00	331.00	831.00
	8,600.00	10,000.00	10,731.00	29,331.00

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement
Magnolia Science Academy Santa Ana	17,452.00

	Expenditure Plan			Total
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).		6,000.00	3,000.00	9,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.	4,000.00	2,000.00	-	6,000.00
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹	1,000.00	1,000.00	-	2,000.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.	152.00	300.00	-	452.00
	5,152.00	9,300.00	3,000.00	17,452.00

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.

2015-16 Educator Effectiveness Funding
Expenditure Plan

LEA	Entitlement			
Magnolia Science Academy Santa Clara	32,264.00			
	Expenditure Plan			
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Total
Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the California Education Code (EC).	5,000.00	10,000.00	10,000.00	25,000.00
Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.	-	-	-	-
Professional development for teachers and administrators that is aligned to state-adopted content standards ¹	5,000.00	2,264.00	-	7,264.00
To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.			-	-
	10,000.00	12,264.00	10,000.00	32,264.00

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received

¹ State content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the EC.



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II D
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kelly Hourigan, Chief Operations Officer
RE:	RFP for meal program

Proposed Board Recommendation

I move that the board approve Better4You meal program to provide meal services at Magnolia Science Academy 2 for the 2016-2017 school year.

Background

MPS is committed to providing healthy breakfasts and lunches to its students and meeting all standards and regulations relating to the National School Lunch and Breakfast programs, as well as California health and school rules and regulations.

MPS posted the RFP on our schools website and emailed to vendors to assure a fair bidding process.

The selection of the winning proposal will be based upon the following criteria:

1. Qualifications and experience of the vendor's management team.
2. Adequacy of client references.
3. Adequacy of required corporate documentation.
4. Adequacy of controls for compliance with food safety regulations and National School Lunch program (NSLP) requirements.
5. Proposed cost per unit breakfast and lunch.
6. Design of the meal pattern.
7. Commitment to on-time delivery and back-up plans in the event of weather, etc.

Contract Period: This agreement shall become effective on August 1st, 2016 and terminate on June 30th , 2017, unless an extension is agreed to in accordance with the terms

Budget Implications: The estimated value of this contract ranges approximately around \$100,000 which is already included in the schools budget and is aligned with the school lunch funding program.

Name of Staff Originator: Kelly Hourigan, Chief Operations Officer

Attachments:

- Better 4 You RFP
- LAUSD RFP

FY2016-17 CALCULATION OF NET PRICE FOR BILLING WITH LAUSD AS SCHOOL FOOD AUTHORITY

Assumes that cafeteria will collect copay if Pricing

REQUIRED BASIC INFORMATION FOR INPUT

separate	Type of location: Enter either <u>Co-located</u> or <u>Separate</u>
Pricing	Type of claiming: Enter either <u>Pricing</u> , <u>P2</u> or <u>CEP</u>
MS	School Level: Enter <u>ES</u> or <u>MS</u> or <u>HS</u>
Basic	Type of breakfast: Enter either <u>Needy</u> or <u>Basic</u> .

LUNCH	FREE	REDUCED	FULL
Vended Price	\$5.40	\$5.40	\$5.40
Minus: Reimbursement Rates	(\$3.38)	(\$2.98)	(\$0.37)
Minus: Copay	\$0.00	(\$0.40)	(\$3.00)
Billing Rate	\$2.02	\$2.02	\$2.03

BREAKFAST	FREE	REDUCED	FULL
Vended Price	\$3.30	\$3.30	\$3.30
Minus: Reimbursement Rates	(\$1.89)	(\$1.59)	(\$0.29)
Minus: Copay	\$0.00	(\$0.30)	(\$2.50)
Billing Rate	\$1.41	\$1.41	\$0.51

SNACK	FREE	REDUCED	FULL
Vended Price	\$1.73	\$1.73	\$1.73
Minus: Reimbursement Rates	(\$0.84)	(\$0.42)	(\$0.07)
Billing Rate	\$0.89	\$1.31	\$1.66

SUPPER	FREE
Vended Price	\$5.40
Minus: Reimbursement Rates	(\$3.31)
Billing Rate	\$2.09

FY2015-16 NSLP REIMBURSEMENT RATES			
	FREE	REDUCED	FULL
LUNCH			
Federal	\$ 3.1500	\$ 2.7500	\$ 0.3700
State	\$ 0.2271	\$ 0.2271	\$ -
Total	\$ 3.3771	\$ 2.9771	\$ 0.3700
BREAKFAST NEEDY			
Federal	\$ 1.9900	\$ 1.6900	\$ 0.2900
State	\$ 0.2271	\$ 0.2271	\$ -
Total	\$ 2.2171	\$ 1.9171	\$ 0.2900
BREAKFAST BASIC			
Federal	\$ 1.6600	\$ 1.3600	\$ 0.2900
State	\$ 0.2271	\$ 0.2271	\$ -
Total	\$ 1.8871	\$ 1.5871	\$ 0.2900
SNACKS			
Federal	\$ 0.8400	\$ 0.4200	\$ 0.0700
State	\$ -	\$ -	\$ -
Total	\$ 0.8400	\$ 0.4200	\$ 0.0700
SUPPER			
Federal	\$ 3.0700		
Cash in Lieu	\$ 0.2375		
Total	\$ 3.3075		

FY2016-17 COPAY		REDUCED	FULL
LUNCH	ES	\$ 0.40	\$ 2.75
	MS	\$ 0.40	\$ 3.00
	HS	\$ 0.40	\$ 3.25
BREAKFAST	ES	\$ 0.30	\$ 2.25
	MS	\$ 0.30	\$ 2.50
	HS	\$ 0.30	\$ 2.75



School Food Services Proposal

School Year 2016-2017

Prepared Specially For:



FRESH START MEALS INC

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Cover Letter

Fresh Start Meals Inc. is delighted to submit for your consideration the following proposal to provide vended meals and work as a Food Service Management Company for Magnolia Science Academy-2 for the 2016-2017 school year.

We are very excited to have the opportunity to partner with you in providing healthy meals to your students and look forward to a positive response.

Willingness to Perform Requested Services

Fresh Start hereby expresses its willingness to provide nutritious, high-quality meals to students and participants in the School Food Service Program for School Breakfast and School Lunch, as well as the Child & Adult Care Food Program, that meet U.S.D.A. standards, to accommodate special diets where medically necessary, improve the nutritional quality of meals, and maintain a financially viable nonprofit food service program.

Ability to Perform Services Required

Our school meal program is broad in capability and expansive in offerings. We are fully aware that your schools have individual needs and taste preferences. Therefore, we will build each meal program around your needs and special requirements; working closely with school administrators, parents and students to find ways to increase participation in addition to enhancing menu appeal.

It is through competitive pricing, great flexibility and dedication to providing the ultimate customer service that allowed us such longevity in an ever changing business. We offer a great many workshops to help grow community wide participation in the meal program and are always looking for new and inventive ways to assist our schools.

We are very proud to operate a scratch kitchen. All of our meals are made fresh every single day! We do not prepare any fried foods or cook from bulk processed goods. Our menu goes beyond the typical cafeteria selections. Our chefs are constantly creating new recipes to maintain variety and interest in the program. We use many types of fruit like cantaloupe, watermelon and pineapple when in season; as well as offering special caterings to keep things fresh and interesting for students. In addition, our in-house bakery makes most of the bake items we serve such as muffins, coffee cake, dinner rolls, hoagie rolls, croutons and garlic bread. We also provide therapeutic and vegetarian menus for those students with medical needs.

We follow the New Meal Pattern without sacrificing taste, quality or presentation. Offering menus that are fully compliant with the School Breakfast Program and National School Lunch Program, we take immense pride in successfully navigating our schools through the Administrative Review process.

FRESH START MEALS INC

Proprietary Information

The following information is proprietary and shall not be disclosed to any third party without Fresh Start Meal's express and written consent:

- 1) Client List
- 2) Meal Prices
- 3) Three Level Workshop
- 4) Sample Menus

Primary Liaison

The following individual will be your designated liaison:

Name and Title: Veronica Alcaraz, Business Development Director
Phone: (818) 515-7749
Email: freshstartmeals@yahoo.com

Name and Title: G. Tom Sawyer, Sales Representative
Phone: (714) 695 -1292
Cell: (714) 396 – 4164
Email: thomp123@pacbell.net

Authorized Representative

The following individual has the authority to bind Fresh Start Meals Inc. Inc. in contract:

Name and Title: Khachatur Budagyan Phone: (818) 361 - 1800
Email: chris@bestwaysandwiches.com

Certification

By signing this cover letter, I certify that the information contained in this proposal is accurate and that all attachments required to be submitted as part of the proposal are certified to be true and binding upon our company.

Sincerely,



Khachatur Budagyan, CEO

Fresh Start Meals

Federal Employer Identification Number: 81 - 1716979

FRESH START MEALS INC

Fee Proposal

PROPRIETARY INFORMATION

The costs included in the Cost per Meal table comprise the fixed price per meal. The fees are agreed upon by both parties and represent allowable food service costs in accordance with 2 CFR parts 225 and 230 as applicable.

Meal Type	PRICE
Grab and Go Breakfast	1.95
Lunch w/ Servers Included	2.95
Grab and Go Lunch w/ Servers Included	2.95
Snack	.82
Supper	2.95

❖ **Servers are available at no extra charge with a minimum of 125 served meals, with an additional server provided for every 100 meals after that.**

❖ Prices are inclusive of all paper goods (napkins, utensil, and plates), milk and serving utensils. Emergency meals are charged at the same rate. Biodegradable options are available at an additional cost of 10¢ per ordered meal.

❖ BBQs are available two times a year for the same price as a regular reimbursable meal, and can be used to replace the regular lunch as a special treat to students. Additional BBQs and catering are available to be negotiated upon completion of contract.

❖ Equipment such as refrigerator and warmers are available to fulfill the needs of the schools listed in each of the scope categories.

❖ For no additional cost, breakfast meals can be separated for each individual classroom as part of the Universal Breakfast program, providing every student with a meal. Hot breakfast is available up to 3 times a week.

❖ Also available for order is a salad bar option that provides students with a bevy of fresh veggies, tasty toppings and savory dressings to enhance the lunch experience. There is an additional charge of 5¢ per ordered meal for this option. Equipment is included.

❖ **In case of emergency, such as inclement weather conditions or any program related incidents, Fresh Start Meals is able to adjust your schools counts, meal or serving style to guarantee your students are fed, no matter what the circumstances. We can provide back-up meals to safely store at the school or can facilitate alternative meal options in needed.**

FRESH START Experience

With a keen focus on customer relations, attentiveness and flexibility, we work together with school administrators to reach program goals; which include feeding every eligible recipient, reducing costs and staying in compliance to avoid fiscal penalties during audits.

Fresh Start Meals has extensive experience working with several SFAs and set the standard of catering to the needs of our school partners that many of our competitors attempt to emulate. We provide Serve Safe certified onsite personnel for meal distribution, a Transportation Department that is charged with delivery and pickup of all program related items, as well as a dedicated Account Specialist to assist with menu selection and order placement.

Our in house Nutrition Department ensures that all menus are compliant with SBP and NSLP standards in relation to the New Meal Pattern and provides guidance on Administrative Reviews. Fresh Start also handles all food purchases and, if needed, can provide warmers and refrigeration to maintain meal items at the proper temperature.

School Food Services Offered

We provide complete school meal service for your school including the School Breakfast Program (SBP), the National School Lunch Program (NSLP), Child & Adult Care Food Program (CACFP), USDA Donated Foods, After School Supper and Snack. Since opening our doors in 2002, we have served over 70 million meals!

We recognize that our clients have individual needs and taste preferences. Therefore, we build each meal program around these needs and special requirements to provide a truly individualized experience. This service model, as well as the close partnership we develop with our schools has helped us retain and expand our customer base.

Our Story

Since we first began servicing schools in 1993, we have always been at the forefront of innovation and have always sought to be a full support provider. By that we mean taking on several more duties and responsibilities than a usual vendor would in order to lighten the burden that comes with maintaining a working food program. Long before any other servicer, we've provided serving personnel and flexible menu options.

Fresh Start Meals was born from the idea that our children deserve more than a tasteless, frozen food aisle, cookie cutter meal and founded on the belief that our kids are entitled to a freshly made meal that was prepared with the freshest ingredients, daily. Our USDA certified facility, with over 40,000 sq ft of production space in San Fernando produces over 100,000 meals per day and over 15 million school meals annually.

With over a century's worth of combined experience in the food industry and decades of working with some of the largest school districts and CMOs in the country, the Fresh Start team has unparalleled experience understanding and meeting the needs of our schools. We strive to fulfill the varying wishes of our schools, providing supreme customer service and a personal touch that no one can duplicate.

FRESH START MEALS INC

Our Philosophy

- We believe that meals must be tasty and meet dietary guidelines for a nutritious and balanced diet.
- We only use fresh ingredients to prepare wholesome meals that encourage healthy lifestyles.
- We provide a flexible menu that can be adapted to your individual needs.

Customer Satisfaction and Relationships

Fresh Start prides itself on providing our schools with top of the line customer service. Our Client Services Department representatives will work with designated school administrators on a daily basis to minimize waste in ordering and ensure all eligible recipients are receiving the meals they enjoy. A client representative will be assigned to your school and will get to know individual needs and requirements.

Your client services representative will work with you to help you fine-tune your individual meal program to maximize participation. Throughout this process, Fresh Start will be your partner, not just another vendor. We believe that a close working relationship is the only way to maintain a partnership.

Accessibility and Complaint Management

Fresh Start is constantly working to improve the quality of service and attention to our clients. We will assign a dedicated client services representative whom will ensure that clients have immediate access to information and seek assistance quickly. The client representative is available to answer any questions and help resolve any problems that may arise.

In addition to your assigned representative, the Fresh Start Business Development and Field Quality Assurance teams conduct regular visits to ensure that each site's needs are met. Team members are available to schedule monthly meetings or as needed, to review ordering practices, discuss changes and answer questions regarding meal service.

Administrative Reviews

Our Nutrition Department has processed numerous audits and Six Cent Certification packets for schools. Fresh Start has submitted all our menus, recipes, nutritional CN Labels, etc. for these audits and they have all been approved. We are in excellent standing with the State of California Department of Education.

We at Fresh Start approach everyday as though we are being reviewed. In the event of an Administrative Review, Fresh Start will provide all the support necessary and required documents to ensure that the review is successful. This includes assisting with the acquisition of any needed equipment or signage, as well as regularly conducting on-site training throughout the school year.

Meal Transportation

We operate a large fleet of temperature-controlled vans to ensure on-time meal delivery to every school. All food is checked for the appropriate temperature before leaving on route.

The temperatures are recorded on to Transportation Record before leaving the kitchen. Upon arrival at the school, the temperatures are measured again and recorded on the same document.

A copy for the school is left at the delivery site for their records and another is retained at Fresh Start for three years.

FRESH START MEALS INC

Temperature Control

Fresh Start Meals ensures that your meals arrive and maintain their proper temperature by sending them in air tight insulation boxes, also known as cambros, which help keep the food at a safe to serve temperature.

When the meal is hot, our meals are put into metal trays straight out of the oven and closed up to trap the heat. They are then stored in hot boxes and delivered to the school within minutes of serving time. When the option is cold, the meals are sent in similar insulated boxes that have been frozen overnight and accompanied by ice blankets to keep them cool.

Milk is sent in ice chests, with a limits to how many can be sent per ice chest to ensure a sufficient amount of ice to maintain proper temperature.

With flexibility in delivery time, effective process and a wide array of temperature controlling tools, Fresh Start Meals ensures that your meals arrive safe and ready to eat!

Equipment

Fresh Start Meals offers a vast amount of varying equipment, depending on the needs of your school; most of which we offer at no additional charge. We offer items such as floor racks, table cloths, chafing stands, sanitizer, utensils, plating, condiment bottles and much more!

While our services do not require equipment such as warmers and refrigerators for most of our serving options, Fresh Start Meals is able to provide refrigeration and warming equipment at the school's request.

We are also able assist your school in acquiring special equipment grants that can aid your school in the purchase of refrigerators and warmers to be used for the meal program.

Transition Plan

When Fresh Start is chosen, our first step is establishing our on-site contact for each school and working with them to immediately identify that school's needs for the coming year. Finding out our first day of service and bell schedule, we will begin to shape the best possible transportation route and delivery times. Our Field Personnel Supervisor will procure the necessary number of servers for each individual site.

A member of our Business Development team will visit the school sites to assess serving area and schedule Parent and Student Workshops in order to build interest in the food program and ingratiate ourselves with the community. This is beneficial in that it allows parents to see what their students will be eating at school, giving them confidence that their child will be provided with healthy and flavorful meals daily. This also gives us the opportunity to get feedback directly from our most valued clientele, the students.

An Account Specialist will be assigned and will assist the school contact in constructing a favorable menu to ensure the school year starts on a high note. Based on enrollment, the previous year's average counts and free/reduced percentage of the site, initial counts will be generated. Participation will be monitored by the Account Specialist, who will adjust the counts accordingly in the first couple weeks of the new school year to avoid waste or shortages.

FRESH START MEALS INC

Our Commitment to Healthy Food Options

Healthy and Delicious Meals

We are very proud to operate a scratch kitchen. All of our meals are made fresh every single day! We do not prepare any fried foods or cook from bulk processed goods. Our menu goes beyond the typical cafeteria selections. We use many types of fruit like cantaloupe, watermelon and plums when in season.

Our chefs are constantly creating new recipes to maintain variety and interest in the program. We follow the New Meal Pattern without sacrificing taste, quality or presentation. In addition, our in-house bakery makes most of the bake items we serve such as muffins, coffee cake, focaccia, dinner rolls, croutons and garlic bread.

Vegetarian and Vegan Options

Fresh Start Meals is proud to offer a number of alternative meal options, including fully compliant vegetarian and vegan meals at no additional cost. We offer these meals at the same rate as a regular lunch, because of our strong belief in providing every possible student who wants a meal the opportunity to get one, regardless of dietary needs or choices.

Individualized Service

We understand that no two clients are alike. That is why we prefer an individualized approach instead of a cookie cutter system. We work closely with administrators to find ways to increase participation and enhance menu appeal. Be it through student surveys, orientations or workshops; Fresh Start is committed providing each one of our schools a highly personalized experience and the attention they deserve.

Our Quality Standards

We follow strict food quality and safety standards to ensure that our meals are both delicious and safe to eat. Our food production operations meet the most rigorous food safety and quality standards. We have adopted the three major tenets of HACCP* Kitchen Operations and carefully follow them throughout every phase of the food process.

We emphasize team accountability for preventing food-borne illness and bacterial cross-contamination. Our food preparation and delivery personnel are all "SERVSAFE" certified.

Commodities Program

Fresh Start Meals is happy to announce that we are an authorized vendor for the USDA commodities program. The USDA's Schools/Child Nutrition Programs support American agricultural producers by providing cash reimbursements for meals served in schools, but also by providing nutritious, USDA-purchased food to the National School Lunch Program (NSLP), Child and Adult Care Food Program (CACFP) and the Summer Food Service Program (SFSP). This service allows our schools to earn larger savings on their meal programs through credits that are obtained through use of the program.

Model to Eliminate Waste

Waste Reduction and Ordering Flexibility

Waste reduction and ordering flexibility are two more ways in which Fresh Start helps schools reduce waste and lower food program costs. By being proactive and listening to the clients' needs, we can fine-tune the menu options to minimize waste.

Fresh Start works directly with schools to reduce waste by allowing for order count changes up to 48 hours before the day of service. Meal ordering can be done on a monthly or weekly basis, depending on which strategy best suits the school. However, whenever changes are necessary, they can be submitted as late as 3pm 2 days before the day of service. This ensures more accuracy in meal orders and avoids costly overages.

Another way to minimize waste is through smart menu planning. The Fresh Start Team is available to meet on a monthly basis to overview ordering practices and will modify or remove meals that are not being received favorably by the students. We strongly believe that listening to the customer and being flexible with the menu are of paramount importance.

Lower School Meal Costs, Higher Participation

Fresh Start helps schools reduce overall meal program costs by offering meals at a rate well below SBP and NSLP reimbursement rates. We do so without sacrificing quality and taste, opting to avoid supposed money saving supply programs that offer lower quality ingredients.

Instead, we choose to provide our schools with the freshest and most appetizing meals possible at an affordable price. Using this model has proven very effective, with our schools typically seeing a sharp rise in participation in their first year with us. This is accomplished by focusing our efforts on ensuring that every student that wants a meal gets one.

Offer vs. Serve

Offer vs. Serve is a concept that pertains to the meal patterns used in the School Nutrition Programs, which allows students to decline two of the five food components offered in a school lunch, while still allowing programs to claim those meals as complete and reimbursable. The program goals are to reduce food waste and allow students to choose foods that they prefer.

Fresh Start is committed to helping schools implement the Offer vs. Serve concept to ensure that schools allow students to eat only the meal components they want and receive full meal reimbursement.

Share Table

In an effort to reduce the amount of food waste and encourage the consumption of food served, many school food service operations have established "sharing tables." Sharing tables are carts and/or tables where children can place unconsumed food and beverage items (pre-packaged food and beverages, unopened wrapped food and beverages, or food items with a peel) that they choose not to eat/drink. These tables provide an opportunity for other children to take additional helpings of food or beverages at no cost to them. In many instances, food and beverage items, especially unopened milk, have been reused by food service operations as part of a reimbursable meal, served a la carte, and/or used in cooking.

While the United States Department of Agriculture (USDA) guidance has permitted the use of both sharing tables and the recycling of food and beverages, including milk, State food safety laws are more restrictive; therefore, this practice is only acceptable when in compliance with applicable State and local health codes.

Additional Services

Fresh Start utilizes various materials and methods to grow interest in the meal program. We provide great many additional services, such as, our Three Level Workshop that is meant to familiarize ourselves with every aspect of a school and allows parents, students and school staff a taste of the Fresh Start treatment. Some of the added services we offer are:

- Three Level Workshop
- Student Raffles
- Toy Drives
- Fully Compliant Student BBQs
- Culinary Workshops
- Graduation Breakfast and Lunch
- Fundraisers
- Special Caterings
- And many more!

We offer parent orientations to introduce the food program to the family of the students. We address the New Meal Pattern, explain the programs guidelines and give them a chance to try the food that their students will be eating every day. This way, the parents get involved with making sure their kids eat daily and lets them know that the school providing them delicious, nutritious meal.

Building on our parent orientation, we work closely with the school's Student Council and ASB programs to allow our students an avenue to provide their feedback and inspire them to go out and encourage their fellow classmates to participate.

Fresh Start prides itself on being an all-around partner to our schools and are available to provide catered food service (with times and prices to be mutually agreed upon) for a vast array of events including fundraisers, PTA Meetings, Open House Night, Graduation and any other special events that may arise throughout the school year.

As an added value to our customers, we offer meal service personnel certified in food handling to assist with meal operations.

In addition to our regular meal options, we offer therapeutic and special allergen meals at no additional cost for any student in need.

Successful Strategies to Increase Student Participation

Fresh Start works with school administrators to find ways increase participation in the School Breakfast and National School Lunch Programs. Some of the more successful strategies include expanding the traditional model of serving breakfast and implementing alternative service models.

PROPRIETARY INFORMATION

Three Level Workshop

Fresh Start has managed to increase and maintain participation throughout our schools by employing a Three Level Workshop model that is meant to educate students, parents and staff on the SBP and NSLP programs.

We offer parent orientations to introduce the food program to the family of the students. We address the New Meal Pattern, explain the program guidelines and give them a chance to try the food that their students will be eating every day. This way, the parents get involved with making sure their kids eat daily and lets them know that the school providing them delicious, nutritious meals.

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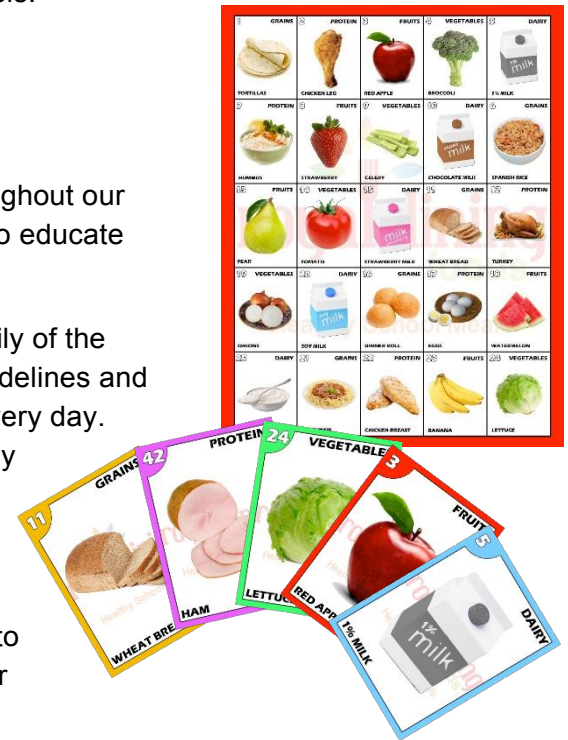
Lastly, we provide a workshop to the school staff and point of service (POS) personnel, educating them on Offer Versus Serve protocols, what constitutes a compliant meal, proper line set up and POS strategies to improve line flow.

Utilizing such a program allows us to connect with the entire school community and identify how to best to serve them in the coming year.

Creative Menu Planning

At Fresh Start, we take student participation and feedback very seriously. In addition to our Student Workshop, we offer follow up meetings with the students for menu planning. We provide surveys to assist us in identifying which meals your kids are enjoying and bring samples of potential new items they might like to see added to their menu.

Our staff will go through each day allowing the students to directly choose what they will be eating, providing suitable alternatives and guiding them through the menu planning process. This takes pressure off of school management and staff to construct a menu that the students will enjoy and allows the kids a chance to communicate.



Alternative Meal Service Models

Breakfast in the Classroom is an Alternative Meal Service Model offered by Royal Dining where students eat breakfast in their classroom after the official start of the school day. Breakfast meals consist of easy-to-eat and easy-to-clean items, such as breakfast sandwiches or burritos, low-fat muffins or cereals, plus milk and fruit or juice. Breakfast in the Classroom usually takes about 10–15 minutes to prepare, eat, and clean up. The Breakfast in the Classroom model can happen simultaneously during morning tasks such as attendance and morning work or it can be easily integrated with other instructional activities.

Student participation can increase dramatically when Breakfast in the Classroom is combined with Universal School Breakfast. Universal Breakfast in the Classroom increases participation by eliminating some of the barriers attached to a traditional cafeteria-based breakfast such as social stigma and the need to get to school early.

Grab n' Go is another Alternative Meal Service Model offered by Fresh Start Meals where students pick up conveniently packaged breakfasts from mobile service carts in hallways and/or entryways or in the cafeteria when they arrive at school. Students can eat Grab n' Go meals in the cafeteria or in the classroom.

2nd Chance Breakfast is also an Alternative Meal Service Model where students eat breakfast during a break in the morning, usually after first period for secondary students or midway between breakfast and lunch for elementary students. Fresh Start meals for 2nd Chance Breakfast are individually packaged and served in the same manner as they are with Grab n' Go breakfast.

By serving a reimbursable meal at this time, students who were not hungry first thing in the morning, or those who ate breakfast very early, now have a chance to eat a healthy meal. Schools that offer 2nd Chance Breakfast are able to increase participation because they more students have the opportunity to eat breakfast at school.

Fresh Start offers breakfast meals that are ideal for Universal Breakfast and can be served using any of the Alternative Meal Service Models explained earlier. Our main goal is to make it easy for schools to provide breakfast to every student. Our Universal Breakfast Program is neat, simple and appetizing. Meals are pre- packed individually and consist of a fresh fruit and bread/grain item served with milk. Meals meet all USDA nutrition guidelines for compliance. Each meal pack includes napkins and required utensils. Meals are built for easy distribution and items are consumed without making a mess to clean.

Sample Universal Breakfast Meals include:

- Yogurt with Crackers, Apple and Milk
- Blueberry Muffin, Pear and Milk
- Cereal with Banana and Milk
- Packaged French Toast, Tangerine and Milk
- Egg and Cheese English Muffin, Apple and Milk.
- Tamale, Melon and Milk

Especially Needy Breakfast Program

The Especially Needy Breakfast Program offers higher rates of reimbursement for sites with 40% or more free/reduced participation rates. Qualifying schools receive an additional reimbursement, which is currently 30 cents. Schools participating in this program must report program cost and revenue information quarterly. Schools are highly encouraged to take advantage of the additional funding available to them.

FRESH START MEALS INC

Universal School Breakfast

Universal School Breakfast refers to any program that offers breakfast at no charge to every student, regardless of income status. Several studies have shown that Universal School Breakfast programs significantly increase student participation in the School Breakfast Program.

Research shows that one of the barriers to school breakfast participation is the stigma attached to eating breakfast at school as something that “only poor students do” and as a result, many of the students who are eligible for free or reduced-price School Breakfast do not participate in the program. Universal School Breakfast reduces the stigma attached to eating breakfast at school by offering the morning meal free of charge to all students resulting in an increased number of students that participate in the program.

Provision 2 Status

One of the most successful strategies that can help schools become eligible to offer Universal School Breakfast is to apply for Provision 2 status under the National School Lunch Act.

Provision 2 is a federal School Breakfast Program (and National School Lunch Program) option for schools that reduces paperwork and simplifies the logistics of operating school meals programs. Provision 2 allows schools to provide free meals without the burden of collecting student applications and tracking school meal data every year.

Any school that participates in the National School Lunch Program or the School Breakfast Program can apply for Provision 2. Provision 2 is highly recommended as a good strategy for increasing student participation for schools with a high percentage (over 75 percent) of low-income students.

Under Provision 2:

- All students are eligible to receive free meals, regardless of family income level.

- Schools collect applications, record and track meal categories and conduct meal verifications every four years, which greatly reduces the administrative burden. The use of lunch tickets, PIN numbers and ID cards for breakfast is eliminated since all students eat for free.

- Schools are responsible for paying the difference between the cost of providing the meals at no charge to all students and the amount of federal and state reimbursement for those meals. However, in most cases, the administrative savings and increased meal participation often offset the added cost of providing Universal School Breakfast.



Fresh vegetables like Red and Green Bell Peppers and Zucchini are being prepped for baking before being put into other foods like lasagna or vegetarian dishes.

Eliminating Reduced-Price Breakfast

Another useful strategy used by schools to increase School Breakfast Program participation is to completely eliminate reduced-price breakfast and only offer two prices for breakfast, either free or full price.

Schools serve federally reimbursable breakfasts as they normally do. The only difference is that breakfast is offered at no charge to students who qualify for reduced-price meals and free meals. Even though schools use two meal price categories for charging students, schools still claim the federal reimbursement at the correct income category for each student.

Schools that eliminate reduced-priced breakfast are likely to increase School Breakfast participation because often students who qualify for reduced price meals still have to pay a certain amount for the meal even though their family may not be able to afford it.



When schools do away with reduced-price breakfasts this population of students is more likely to participate. Eliminating reduced-price breakfasts is a successful strategy for schools with low breakfast participation from reduced-price students.

Breakfast in the Classroom

Most schools implement the traditional school breakfast model of serving breakfast in the cafeteria before school. However, this model of serving breakfast may not be the best method for your school. There are alternative ways to serve breakfast that can dramatically increase student participation.

Traditional School Breakfast or Breakfast in the Cafeteria is where breakfast is served in the cafeteria before the start of the school day. Some of the benefits of this model are that meals can be served easily and do not require transportation or special packaging. Schools use existing space to accommodate students in one central location. However, in some instances this model limits student participation in the School Breakfast Program.

Many students who need breakfast do not eat because they can't get to school early enough to eat it. In addition, many students do not eat breakfast because they want to avoid the stigma of being labeled as "poor" that is often associated with eating in school. Breakfast in the Classroom allows every student the chance at a nutritious meal to start their day and provide them with much needed energy to take on the day's

lessons. While this model can be tedious for schools who do not wish to separate the meals themselves, Fresh Start is happy to assist the school in dividing up the breakfast per classroom at our facility.

Respondent References

Over the last 13 years, Fresh Start has had the pleasure of working with some of the largest Charter Management Organizations throughout Southern California. Serving hundreds of individual charters in the process and supporting them in every possible way to assist in ensuring their success and growth.

Similar School References

PROPRIETARY INFORMATION



Academia Avance Charter Schools
115 N. Ave 53, Los Angeles, CA 90042

Our Partner has provided school food services to the Academia Avance Charter Schools since 2006.

Contact: Ricardo Mireles, Executive Director
Phone: (323) 216-8177



**academia
moderna**

Academia Moderna
2410 Broadway, Huntington Park, CA 90255

Our partner has provided school food services to Academia Moderna since 2010.

Contact: Xavier Reyes, Chief Executive Officer
Phone: (323) 839-3286

FRESH START MEALS INC



Bert Corona Charter School

9400 Remick Avenue, Arleta CA 91331

Our partner has provided school food services to Bert Corona Charter School since 2007.

Contact: Diana Gamez, Director of Operations

Phone: (818) 834-5805



CHAMPS Charter High School of the Arts

6842 Van Nuys Blvd, Van Nuys CA 91405

Our Partner has provided school food services to CHAMPS Charter High School since 2014.

Contact: Amelia Marshall, Assistant Principal

Phone: (818) 694-9234

FRESH START MEALS INC



6842 Van Nuys Blvd
Van Nuys CA 91405

To Whom It May Concern,

Let me share with you my experience with our partner. CHAMPS Charter is an independent high school. We have been at our current location for over 8 years. In all that time, we were never able to offer a Free and Reduced Lunch program. Consequentially, we had zero expertise or even knowledge. Furthermore we lacked a school culture that would support such a program.

Our students have the ability to dine from the assorted food trucks that line our sidewalks daily. We lease a facility on the property of a church. The church has a kitchen with a cook that prepares food for our students, but is not affiliated with our school.

Needless to say, I handed our partner a very tall order. How can we get students to come to the table? How can we get students to bypass the \$ 1.50 French fries and eat a whole grain, low sodium, balanced meal? Let me tell you. It hasn't been easy. But they has stuck with us, worked with us and we are seeing the results!

The staff at our partner has listened to our concerns. They have made wonderful suggestions that have also contributed to the cultural turn around. They have gone above and beyond to educate our parents and staff about nutrition. Above all they have demonstrated that their chef possesses the skills to prepare healthy, balance meals, yet truly delicious meals.

Our students are thrilled. It is heartwarming to see students eagerly come to the table. Some of these students are ones who might previously gone hungry because of some imagined stigma. Our students are not shy about expressing their opinions. Our partner encouraged us to actively seek their opinion. I am so pleased with all our "likes".

I think that you will be thrilled with the attention, responsiveness and meals you will receive from our partner.

Sincerely,

A handwritten signature in black ink, appearing to read "Amelia Marshall", followed by a horizontal line.

Amelia Marshall

FRESH START MEALS INC

Partial List of Existing Clients

- ❖ ACADEMIA AVANCE
- ❖ ACADEMIA AVANCE – BOYS & GIRLS
- ❖ ACADEMIA MODERNA
- ❖ ACADEMIA MODERNA PREPA TEC
- ❖ ACADEMIA SEMILLAS DEL PUEBLO
- ❖ ALLIANCE CHRISTINE O'DONOVAN MIDDLE ACADEMY
- ❖ ALLIANCE COLLINS FAMILY COLLEGE-READY HIGH SCHOOL
- ❖ ALLIANCE JUDY IVIE BURTON TECHNOLOGY ACADEMY HS
- ❖ ALLIANCE DR. OLGA MOHAN HS
- ❖ ALLIANCE LEADERSHIP MIDDLE ACADEMY
- ❖ ALLIANCE MARGARET M. BLOOMFIELD HIGH SCHOOL
- ❖ ALLIANCE PATTI & PETER NEUWIRTH LEADERSHIP ACADEMY

- ❖ ALLIANCE RENEE & MEYER LUSKIN ACADEMY HS
- ❖ ALLIANCE SUSAN & ERIC SMIDT TECHNOLOGY HIGH SCHOOL
- ❖ ALLIANCE WILLIAM & CAROL OUCHI HS
- ❖ ANIMO - JACKIE ROBINSON
- ❖ ANIMO – COLLEGE PREP
- ❖ BERT CORONA
- ❖ CHAMPS CHARTER
- ❖ CROWN PREPARATORY ACADEMY
- ❖ ILEAD LANCASTER
- ❖ ILEAD PACOIMA
- ❖ LIFESOURCE
- ❖ MATH & SCIENCE COLLEGE PREP
- ❖ MONSEÑOR OSCAR ROMERO
- ❖ NEW HORIZON CHARTER SCHOOL
- ❖ PATHWAYS COMMUNITY SCHOOL

FRESH START MEALS INC

List of Clients within Last 5 Years

PROPRIETARY INFORMATION

All of the following schools received meals in accordance with SBP, NSLP, Afterschool Snack and/or CACFP nutritional guidelines.

ACADEMIA AVANCE
ACADEMIA AVANCE BOYS & GIRLS
ACADEMIA MODERNA
ACADEMIA PREPA TEC 6TH
ACADEMIA PREPA TEC 7-8TH
ACADEMIA SEMILLAS DEL PUEBLO
ALLIANCE - CHRISTINE O'DONOVAN MIDDLE ACADEMY
ALLIANCE - CINDY & BILL SIMON TECHNOLOGY ACADEMY
ALLIANCE - COLLEGE READY NO.16
ALLIANCE - COLLINS FAMILY
ALLIANCE - DR. OLGA MOHAN HIGH SCHOOL
ALLIANCE - ENVIRONMENTAL SCIENCE AND TECHNOLOGY
ALLIANCE - MORGAN MCKINZIE
ALLIANCE - JACK H. SKIRBALL MIDDLE SCHOOL
ALLIANCE - JUDY IVIE BURTON TECH HIGH SCHOOL
ALLIANCE - PATTI & PETER NEUWIRTH HIGH SCHOOL
ALLIANCE - SIMON TECH
ALLIANCE - SUSAN & ERIC SMIDT TECH HIGH SCHOOL
ALLIANCE - WILLIAM & CAROL OUCHI HIGH SCHOOL
ANIMO - COLLEGE PREP
ANIMO - JACKIE ROBINSON
BERT CORONA
CHAMPS CHARTER HIGH SCHOOL
CROWN PREPARATORY ACADEMY
ILEAD ANTELOPE VALLEY
ILEAD LANCASTER
ILEAD PACOIMA
LA ACADEMY OF ARTS AND ENTERPRISE HIGH SCHOOL
LA ACADEMY OF ARTS AND ENTERPRISE MIDDLE SCHOOL
LEARNING ENRICHMENT AFTER SCHOOL PROGRAM
LIFE SOURCE CHARTER SCHOOL
LIFE SOURCE PRE-K
MATH & SCIENCE COLLEGE PREP
MONSEÑOR OSCAR ROMERO
NEW HEIGHTS CHARTER SCHOOL - ARLINGTON
NEW HEIGHTS CHARTER SCHOOL - HOBART
NEW HORIZON CHARTER SCHOOL
PATHWAYS CHARTER SCHOOL
VALLEY CHARTER MIDDLE SCHOOL
YPI CHARTER SCHOOL

Professional Standards

FSMC Employees Professional Standards

Federal Register Vol. 80, No. 40, dated March 2, 2015, referred to as the “Final Rule,” establishes minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs. In the Final Rule, the following definitions are established:

1. **School Nutrition Program Director.** The school nutrition program director is any individual directly responsible for the management of the day-to-day operation of school food service for all participating schools under the jurisdiction of the school food authority.
2. **School Nutrition Program Manager.** The school nutrition manager is any individual directly responsible for the management of the day-to-day operation of school food service for a participating school(s).
3. **School Nutrition Program Staff.** School nutrition program staff are those individuals, without managerial responsibilities, involved in day-to-day operations of school food service for a participating school(s).

The Final Rule establishes that these definitions apply to the function/role rather than the specific title within the school food service structure, and that the definitions apply whether or not the school food service is operated by an FSMC. Therefore, as of the effective date of this contract, the minimum professional standards established by the Final Rule, and described therein, shall apply to FSMC staff performing any of the duties described above.

The FSMC shall only place staff for work in the school district that meet the minimum professional standards outlined in Title 7, *Code of Federal Regulations (7 CFR)*, Section 210.30, which can be viewed at the following Web page: http://www.fns.usda.gov/sites/default/files/cn/profstandards_flyer.pdf.

- The SFA shall ensure that all staff the FSMC proposes for placement meet the minimum professional standards.
- The FSMC shall ensure their employees take the required annual training as outlined in the professional standards and provide certification of such training to the SFA. The FSMC shall remove from the SFA premises any staffs who fail to take the required annual training.
- The FSMC shall provide the SFA with a list of proposed employees and evidence that they meet the professional standards.

Menus

PROPRIETARY INFORMATION

The sample menus attached meet the specified National School Lunch Program (NSLP) meal requirement and 6-Cent production worksheets, the School Breakfast Program (SBP) meal requirement and the Snack Program meal requirement. Also included is a menu for the Child and Adult Care Food Program (CACFP) Supper.

Breakfast, Lunch and Snack Sample Menu Order Form

Our program involves a simple to use master menu that allows our schools the ability to choose fully customized menus with quickness and ease. Menus are released a month in advance in order to allow time to go over the different menu options or set up menu planning meetings, of which Fresh Start Meals is extremely experienced in coordinating.

Orders not submitted before 5 day deadline will receive the first option for that particular week. Order counts may be changed within a 48 hour notice.
All grains/breads are whole grain rich food items.

April Menu

Served with Milk & Fruit

Last Updated: 03/06/2016 12:00 pm

School Name :						Grades K-12
		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 Choice	Week 1 Options	Starchy 3/28/16	Dark Green 3/29/16	Red & Orange 3/30/16	Beans & Peas 3/31/16	Other Veggies 4/1/16
	BK					
	1					
	2					
	3					
	Snack					
Week 2 Choice	Week 2 Options	Starchy 4/4/16	Dark Green 4/5/16	Red & Orange 4/6/16	Beans & Peas 4/7/16	Other Veggies 4/8/16
	BK	Pancake & Sausage w/ Syrup	Banana Muffin	Chicken Tamale	Chex Cereal & Crackers	Coffee Cake with String Cheese
	4	Beef Hot Dog with Sweet Potato Tater Tots (1c)	Chicken Quesadilla with Black Beans (1c)	Beef Meatball & Cheese Hoagie Sandwich with Mashed Potatoes (1c)	Chicken Teriyaki with Brown Rice Pilaf (1c) & Mixed Vegetables (1c)	Cheesy Mac & Cheese (1c) with Broccoli (1c)
	5	Pepperoni Pizza with Sweet Potato Tater Tots (1c)	Hawaiian Chicken with Brown Rice Pilaf (1c) & Black Beans (1c)	Prepack Wednesday OR	Chicken Fettuccine (1c) Alfredo with Mixed Vegetables (1c)	Herb Chicken Breast with Brown Rice Pilaf (1c) & Broccoli (1c)
	6	Caesar Chicken Tortilla Wrap with Carrot Sticks (1/2c) & Ranch	Turkey & Cheese Sandwich with BBQ Bean Salad (3/4c)	BBQ Chicken Hoagie Roll Sandwich with Baked Chips & Basil Corn Salad (3/4c)	Ham & Cheese Tortilla with Three Way Salad (1 1/2c)	Oriental Chicken Tortilla Wrap with Carrot Sticks (1/2c) & Ranch
	Snack	Blueberry Muffin	Oatmeal Cookie	Goldfish Crackers	Mini Chicken Snack Wrap	Apple Muffin
Week 3 Choice	Week 3 Options	Starchy 4/11/16	Dark Green 4/12/16	Red & Orange 4/13/16	Beans & Peas 4/14/16	Other Veggies 4/15/16
	BK	Cinnamon French Toast w/ Syrup	Bagel with Cream Cheese	Egg & Sausage English Muffin	Honey Nut Cheerios & Crackers	Bean & Cheese Burrito
	7	Cheeseburger with Tater Tots (1c)	Turkey Carnitas & Cheese Nachos (2oz) with Pinto Beans (1c)	Chicken Pretzel Dog with Sweet Potato Wedges (1c)	Orange Chicken with Brown Rice Pilaf (1c) & Mixed Vegetables (1c)	Creamy Chicken Chipotle (1/2c) over Penne Pasta (1c) with Spinach Green Salad (2c)
	8	Pepperoni Pizza with Tater Tots (1c)	Chicken Tamale with Pinto Beans (1/2c) & Mexican Corn (1/2c)	OR	Spanish Chicken Adobo with Brown Rice Pilaf (1c) & Mixed Vegetables (1c)	Lemon Pepper Chicken with Brown Rice Pilaf (1c) & Spinach Green Salad (2c)
	9	Roasted Pepper Chicken Tortilla Wrap with Carrot Sticks (1/2c) & Ranch	Turkey & Cheese Hoagie Roll Sandwich with Cilantro Bean Salad (3/4c)	Pastrami & Cheese Hoagie Roll Sandwich with Baked Chips, Carrot Sticks (1c) & Ranch	Creamy Basil Chicken Tortilla Wrap with BBQ Corn Salad (1/2c)	Ham & Cheese Sandwich with Spinach Green Salad (1c)
	Snack	Banana Muffin	Cheese & Crackers	Orange Muffin	Mini Turkey Snack Wrap	Graham Crackers
Week 4 Choice	Week 4 Options	Starchy 4/18/16	Dark Green 4/19/16	Red & Orange 4/20/16	Beans & Peas 4/21/16	Other Veggies 4/22/16
	BK	Pancake & Sausage w/ Syrup	Blueberry Muffin	Cheese & Bean Quesadilla	Rice Krispies & Crackers	Egg, Cheese & Potato Burrito
	10	Chicken Parmesan Sandwich with Sweet Potato Tater Tots (1c)	Chicken Picatta with Mashed Potatoes (1c) & a Dinner Roll (2oz)	Beef Lasagna with Mixed Vegetables (3/4c)	Chicken Taquitos (2) with Pinto Beans (1c)	Chicken Fettuccine (1c) Alfredo with Green Salad (2c)
	11	Pepperoni Pizza with Sweet Potato Tater Tots (1c)	Cheeseburger with Mashed Potatoes (1c)	OR	Chicken Tostada Rice & Beans (1c) Bowl	Bean & Cheese Burrito with Taco Sauce & Green Salad (2c)
	12	Cilantro Turkey Tortilla Wrap with Carrot Sticks (1/2c) & Ranch	House BBQ Chicken Hoagie Roll Sandwich with Basil Corn Salad (3/4c)	Roast Beef & Cheese Hoagie Roll Sandwich with Baked Chips, Carrot Sticks (1c) & Ranch	Turkey & Cheese Sandwich with BBQ Bean Salad (3/4c)	Caesar Chicken Tortilla Wrap with Green Salad (1c)
	Snack	Apple Muffin	Oatmeal Cookie	Mini Pretzels	Mini Chicken Snack Wrap	Banana Muffin
Week 5 Choice	Week 5 Options	Starchy 4/25/16	Dark Green 4/26/16	Red & Orange 4/27/16	Beans & Peas 4/28/16	Other Veggies 4/29/16
	BK	Cinnamon French Toast w/ Syrup	Bagel with Cream Cheese	Grilled Cheese Wheat Sandwich	Frosted Flakes & Crackers	Coffee Cake with String Cheese
	13	Philly Cheese Steak Sandwich with Taco Sauce & Spinach Green Salad (2c)	Chicken Bean, Cheese Burrito with Sweet Potato Wedges (1c)	Double Dog Chicken Hot Dogs with Sweet Potato Wedges (1c)	Chicken (1/2c) Chow Mein (1c) with Mixed Vegetables (1c)	Beef & Beans Chili (1c) with a Dinner Roll (2oz) & Three Way Salad (1c)
	14	Pepperoni Pizza with Tater Tots (1c)	Cheeseburger with Spinach Green Salad (2c)	OR	Creamy Chicken Chipotle (1/2c) over Penne Pasta (1c) with Mixed Vegetables (1c)	Breaded Chicken Patty Sandwich with BBQ Baked Beans (1c)
	15	Oriental Chicken Wheat Tortilla Wrap with Carrot Sticks (1/2c) & Ranch	Italian Turkey, Ham & Cheese Hoagie Roll Sandwich with BBQ Corn Salad (3/4c)	Ham & Cheese Croissant Sandwich with Baked Chips, Carrot Sticks (1c) & Ranch	Roasted Pepper Chicken Tortilla Wrap with Three Way Salad (1c)	Ham & Cheese Tortilla with Cilantro Bean Salad (3/4c)
	Snack	Carrot Muffin	Oatmeal Cookie	Goldfish Crackers	Mini Turkey Snack Wrap	Apple Muffin

All entrées are 2oz eq M/MMA (protein). Snacks are served with juice unless it is fruit and then it will be given with milk. Fruits are subject to change depending on availability of product.

Breakfast

The most important meal of the day! Providing your kids with something substantial and healthy to prepare them for a day of learning is a top priority for us.

Fresh Start offers a number of hot and cold breakfast options for our Grab and Go program. Working with your Account Specialist and the rest of the Fresh Start Team, we can find the perfect combination to guarantee your students start their day off right!

Just a few of the items we have to offer:

- Pancake with Sausage
- Bagel with Cream Cheese
- Egg & Cheese English Muffin
- Cold Cereal with Banana
- Cheese Quesadilla, Breakfast Burrito and Tamale

Lunch

Our main goal is to ensure that every student that wants a meal gets one. For this reason, we have always and will always strive to offer our schools as many meal options as possible. Prior to the start of every month, we provide three fully compliant menus to choose from and holding true to our commitment to the personal touch, allow further customization to construct the ideal menu for your students. With assistance from our Nutrition Team, we will make sure that every meal is fully compliant with all NSLP standards without sacrificing your school's wants and needs.

Whether it is regular hot or cold lunch options, individual daily salads, sack lunches, vegetarian or vegan lunch options, Fresh Start has something for you. We also offer special allergen menus for students with special dietary needs, when accompanied by a signed medical form from the child's doctor.

Some sample Lunch items that are provided by Fresh Start Meals:

- Chicken Tamale, Burrito and Enchiladas
- Vegetarian Lasagna and Chicken Fettuccine
- Roasted Pepper Chicken Sandwich on Hoagie Roll, Double Dogs and Pretzel Dogs
- Oriental Chicken Salad, Greek Salad and Chicken Caesar Salad
- Chicken Chow Mein with Steamed Mixed Vegetables

Snack

Our desire to provide your students with quality food doesn't end with breakfast and lunch. We are dedicated to the principal of shattering the perception of boring school food and along with adding more breakfast and lunch meals, we have revamped our snack menus to provide even more, tasty and nutritious items for the 2016-2017 school year.

A few of these new items include:

- Chicken and Turkey Snack Wraps and Spicy Chicken and Cheese Sandwich
- Mini Bagels with Sun Butter & Cream Cheese Spread
- Carrot & Celery Sticks with SunButter
- Jicama & Cucumber Sticks with Tajin Packet & Lemon Slice with Crackers

Supper

Ideal for schools with any number of after school activities, the Child and Adult Care Food Program Supper provides students with a more substantial after school meal. Fresh Start is happy to offer a combination of both hot and cold supper items depending on the needs of your school.

A sampling of available Supper Program options:

- Turkey & Cheese Panini
- Bean & Cheese Burrito
- Italian Sandwich on Hoagie Roll
- Chicken, Sausage and Rice Jambalaya
- Sun Butter & Jelly Sandwich

Breakfast, Lunch, Supper, Salad, Vegetarian and Vegan Sample Menus:

Authorization Agreement

Request for Proposal for Food Service Management Company
RFP Number: MSA-2

We, Fresh Start Meals, by our signature on this document certify the following:

1. That we will operate in accordance with all applicable California state and federal laws, regulations, and statutes.
2. That the terms, conditions, warranties, and representations made within this RFP and our proposal shall be binding upon us and shall be considered a part of the Contract as if incorporated therein.
3. That the proposal submitted is a firm and irrevocable offer good for one (1) year.
4. That we have carefully examined all terms and conditions set forth in the RFP Model Contract issued by Magnolia Science Academy-2.
5. That we have made examination and verifications, and are fully conversant with all conditions under which services are to be performed for Magnolia Science Academy-2.
6. That negligence in the preparation or presentation of, errors in, or omissions from proposals shall not relieve us from fulfillment of any and all obligations and requirements in the resulting contract.

FSMC Name: FRESH START MEALS

Address: 1530 1ST STREET

City: SAN FERNANDO State: CA Zip: 91340

E-mail Address: chris@bestwaysandwiches.com

Web site: BESTWAYSANDWICHES.COM

Name of Authorized Representative: KHACHATUR "CHRIS" BUDAGYAN

Title of Authorized Representative: CEO



Signature of Authorized Representative

Date Signed: 5/25/2016

Certifications Regarding Lobbying, Debarment, Suspension, and Other Responsibility Matters

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 7 CFR, Part 3018, "New Restrictions on Lobbying," 7 CFR, Part 3017, "Governmentwide Debarment and Suspension (Nonprocurement)" and 7 CFR, Part 3021, "Governmentwide Requirements for Drug-Free Workplace (Grants)." The certification shall be treated as a material representation of fact upon which reliance will be placed when the SFA determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 7 CFR Part 3018, for a person entering into a grant or cooperative agreement over \$25,000, as defined at 7 CFR Part 3018.105, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;

(b) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form g LLL, "Disclosure Form to Report Lobbying," in accordance with these instructions; and

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

FRESH START MEALS INC

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31U.S.C.1352

(See next page for public burden disclosure)

1. Type of Federal Action: a. Contract b. Grant c. Cooperative agreement d. Loan e. Loan guarantee f. Loan insurance		2. Status of Federal Action: a. Bid/Offer/Application b. Initial Award c. Post-Award		3. Report Type: a. Initial filing b. Material change For Material Change Only: Year _____ Quarter _____ Date of last report _____	
N/A		N/A		N/A	
4. Name and Address of Reporting Entity: Prime Subawardee Tier, if known				5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: N/A Congressional District, if known:	
Congressional District, if known: N/A				6. Federal Department/Agency: N/A	
7. Federal Program Name/Description: N/A CFDA Number, if applicable:				8. Federal Action Number, if known: N/A	
9. Award Amount, if known: N/A \$				10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): Khachatur Chris Budagyan Jack Khandzyan	
c. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI)				11. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi- annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	
Signature: 				Print Name: KHACHATUR BUDAGYAN	
Title: CEO				Telephone No: (818) 361 -1800	
Date: 5/25/2016				FEDERAL USE ONLY:	
Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)					

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether sub-awardee or prime federal recipient, at the initiation or receipt of a covered federal action, or a material change to a previous filing, pursuant to Title 31 U.S.C. Section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered federal action.
2. Identify the status of the covered federal action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered federal action.
4. Enter the full name, address, city, state, and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or sub-award recipient. Identify the tier of the sub-awardee, e.g., the first sub-awardee of the prime is the 1st tier. Sub-awards include but are not limited to subcontracts, sub-grants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Sub-awardee," then enter the full name, address, city, state, and zip code of the prime federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the federal program name or description for the covered federal action (Item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate federal identifying number available for the federal action identified in item 1 (e.g., RFP number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the federal agency). Include prefixes, e.g., "RFP-DE-90-001."
9. For a covered federal action where there has been an award or loan commitment by the federal agency, enter the federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, state, and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered federal action.
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and phone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 7 *CFR* Part 3017, Section 3017.510, for prospective participants in primary covered transactions, as defined at 7 *CFR*, Part 3017.200:

- A. The contractor certifies that it and its principals:
- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
 - (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
 - (d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

Fresh Start Meals

Contractor/Company Name

Award Number, Contract Number, or Project Name

Khachutar Budagyan

CEO

Name(s) and Title(s) of Authorized Representatives



5/25/2016

Signature(s)

Date

CERTIFICATE OF INDEPENDENT PRICE DETERMINATION

Both the school food authority and vendor shall execute this Certificate of Independent Price Determination.

Fresh Start Meals

Magnolia Science Academy - 2

Name of FSMC

Name of SFA

A. By submission of this offer, the offeror (FSMC) certifies and in the case of a joint offer, each party thereto certifies as to its own organization, that in connection with this procurement:

- (1) The prices in this offer have been arrived at independently, without consultation, communication or agreement, for the purpose of restricting competition, as to any matter relating to such prices with any other offeror or with any competitor;
- (2) Unless otherwise required by law, the prices which have been quoted in this offer have not been knowingly disclosed by the offeror and will not knowingly be disclosed by the offeror prior to opening the case of an advertised procurement, directly or indirectly to any other offeror or to any competitor; and
- (3) No attempt has been made or will be made by the offeror to induce any person or firm to submit or not to submit, an offer for the purpose of restricting competition.

B. Each person signing this offer on behalf of the offeror certifies that:

- (4) He or she is the person in the offeror's organization responsible within the organization for the decision as to the prices being offered herein and has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above; or
- (5) He or she is not the person in the offeror's organization responsible within the organization for the decision as to the prices being offered herein, but that he or she has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated and will not participate, in any action contrary to (A)(1) through (A)(3) above, and as their agent does hereby so certify; and he or she has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above.

To the best of my knowledge, this Vendor and its affiliates, subsidiaries, officers, directors and employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by State or Federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, except as follows:



CEO

5/25/2016

Signature of FSMC's
Authorized Representative

Title

Date

In accepting this offer, the SFA certifies that no representative of the SFA has taken any action that may have jeopardized the independence of the offer referred to above.

Signature of Sponsor's
Authorized Representative

Title

Date

NOTE: Accepting a Respondent's offer does not constitute award of the contract

FRESH START MEALS INC

Final Rule Nutrition Standards in the National School Lunch and School Breakfast Programs – Jan. 2012

	Breakfast Meal Pattern			Lunch Meal Pattern		
	Grades K-5 ^a	Grades 6-8 ^a	Grades 9-12 ^a	Grades K-5	Grades 6-8	Grades 9-12
	Meal Pattern					
	Amount of Food ^b Per Week (Minimum Per Day)					
Fruits (cups) ^{c,d}	5 (1) ^c	5 (1) ^c	5 (1) ^c	2½ (½)	2½ (½)	5 (1)
Vegetables (cups) ^{c,d}	0	0	0	3¾ (¾)	3¾ (¾)	5 (1)
Dark green ^f	0	0	0	½	½	½
Red/Orange ^f	0	0	0	¾	¾	1¼
Beans/Peas (Legumes) ^f	0	0	0	½	½	½
Starchy ^{f,g}	0	0	0	½	½	½
Other ^{f,g}	0	0	0	½	½	¾
Additional Vegetables to Reach Total ^h	0	0	0	1	1	1½
Grains (oz eq) ⁱ	7-10 (1) ^j	8-10 (1) ^j	9-10 (1) ^j	8-9 (1)	8-10 (1)	10-12 (2)
Meats/Meat Alternates (oz eq) ^k	0 ^k	0 ^k	0 ^k	8-10 (1)	9-10 (1)	10-12 (2)
Fluid milk (cups) ^l	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)
Other Specifications: Daily Amount Based on the Average for a 5-Day Week						
Min-max calories (kcal) ^{m,n,o}	350-500	400-550	450-600	550-650	600-700	750-850
Saturated fat (% of total calories) ^{n,o}	< 10	< 10	< 10	< 10	< 10	< 10
Sodium (mg) ^{n,p}	≤430	≤470	≤500	≤640	≤710	≤740
Trans fat ^{n,o}	Nutrition label or manufacturer specifications must indicate zero grams of <u>trans</u> fat per serving.					

- In the SBP, the above age-grade groups are required beginning July 1, 2013 (SY 2013-14). In SY 2012-2013 only, schools may continue to use the meal pattern for grades K-12 (see § 220.23).
- Food items included in each food group and subgroup and amount equivalents. Minimum creditable serving is ⅛ cup.
- One quarter-cup of dried fruit counts as ½ cup of fruit; 1 cup of leafy greens counts as ½ cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100% full-strength.
- For breakfast, vegetables may be substituted for fruits, but the first two cups per week of any such substitution must be from the dark green, red/orange, beans and peas (legumes) or “Other vegetables” subgroups as defined in §210.10(c)(2)(iii).
- The fruit quantity requirement for the SBP (5 cups/week and a minimum of 1 cup/day) is effective July 1, 2014 (SY 2014- 2015).

FRESH START MEALS INC

- f) Larger amounts of these vegetables may be served.
- g) This category consists of “Other vegetables” as defined in §210.10(c)(2)(iii)(E). For the purposes of the NSLP, “Other vegetables” requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups as defined in §210.10(c)(2)(iii).
- h) Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.
- i) At least half of the grains offered must be whole grain-rich in the NSLP beginning July 1, 2012 (SY 2012-2013), and in the SBP beginning July 1, 2013 (SY 2013-2014). All grains must be whole grain-rich in both the NSLP and the SBP beginning July 1, 2014 (SY 2014-15).
- j) In the SBP, the grain ranges must be offered beginning July 1, 2013 (SY 2013-2014).
- k) There is no separate meat/meat alternate component in the SBP. Beginning July 1, 2013 (SY 2013-2014), schools may substitute 1 oz. eq. of meat/meat alternate for 1 oz. eq. of grains after the minimum daily grains requirement is met.
- l) Fluid milk must be low-fat (1 percent milk fat or less, unflavored) or fat-free (unflavored or flavored).
- m) The average daily amount of calories for a 5-day school week must be within the range (at least the minimum and no more than the maximum values).
- n) Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, Trans fat, and sodium. Foods of minimal nutritional value and fluid milk with fat content greater than 1percent milk fat are not allowed.
- o) In the SBP, calories and trans fat specifications take effect beginning July 1, 2013 (SY 2013-2014).
- p) Final sodium specifications are to be reached by SY 2022-2023 or July 1, 2022. Intermediate sodium specifications are established for SY 2014-2015 and 2017-2018. See required intermediate specifications in § 210.10(f)(3) for lunches and § 0.8(f)(3) for breakfast

HACCP-Based Standard Operating Procedures (SOP)

Transporting Food to a Remote Site

PURPOSE: To prevent food borne illness by ensuring that food temperatures are maintained during transportation and contamination is prevented.

SCOPE: This procedure applies to foodservice employees who transport food from a central kitchen to remote sites.

KEY WORDS: Hot Holding, Cold Holding, Reheating, Cooling, Transporting Food

INSTRUCTIONS:

1. Train foodservice employees on using the procedures in this SOP.
2. Follow State or local health department requirements.
3. If State or local health department requirements are based on the *2001 FDA Food Code*:
 - Keep frozen foods frozen during transportation.
 - Maintain the temperature of refrigerated, potentially hazardous foods at 41 °F or below and cooked foods that are transported hot at 135 °F or above.
4. Use only food carriers for transporting food approved by the National Sanitation Foundation International or that have otherwise been approved by the state or local health department.
5. Prepare the food carrier before use:
 - Ensure that all surfaces of the food carrier are clean.
 - Wash, rinse, and sanitize the interior surfaces.
 - Ensure that the food carrier is designed to maintain cold food temperatures at 41 °F and hot food temperatures at 135 °F or above.
 - Place a calibrated stem thermometer in the warmest part of the carrier if used for transporting cold food, or the coolest part of the carrier if used for transporting hot food. Refer to the Using and Calibrating Thermometers SOP.
 - Pre-heat or pre-chill the food carrier according to the manufacturer's recommendations.
6. Store food in containers suitable for transportation. Containers should be:
 - Rigid and sectioned so that foods do not mix.
 - Tightly closed to retain the proper food temperature.
 - Nonporous to avoid leakage.
 - Easy-to-clean or disposable.
 - Approved to hold food.
7. Place food containers in food carriers and transport the food in clean trucks, if applicable, to remote sites as quickly as possible.
8. Follow Receiving Deliveries SOP when food arrives at remote site.
 - Ensure delivery items are appropriately placed in clean safe receiving area.
 - Monitor temperature to ensure meals are at the appropriate degree – to be noted on the daily transportation/production record.

HAZARD ANALYSIS CRITICAL CONTROL POINT CERTIFICATION

AWARDED TO

Chris Budagyan

FOR SUCCESSFULLY COMPLETING A COURSE FOR THE DEVELOPMENT AND IMPLEMENTATION OF HACCP,
THIS CLASS FULFILLS USDA FSIS AND FDA REGULATORY REQUIREMENTS FOR HACCP TRAINING AND
THE SQF INSTITUTE HACCP TRAINING REQUIREMENTS FOR EXPERTS PRACTITIONERS.

Awarded this 14 day of 8, 2012



RUBEN S MEDINA

*Food Safety Consulting Services
1534 Steele Ave Los Angeles, CA 90063*

FRESH START MEALS INC

- Ensure all meal components are delivered to the destination with accompanying supplies.

MONITORING:

1. Check the air temperature of the food carrier to ensure that the temperature suggested by the manufacturer is reached prior to placing food into it.
2. Check the internal temperatures of food using a calibrated thermometer before placing it into the food carrier. Refer to the Holding Hot and Cold Potentially Hazardous Foods SOP for the proper procedures to follow when taking holding temperatures.

CORRECTIVE ACTION:

1. Retrain any foodservice employee found not following the procedures in this SOP.
2. Continue heating or chilling food carrier if the proper air temperature is not reached.
3. Reheat food to 165 °F for 15 seconds if the internal temperature of hot food is less than 135 °F. Refer to the Reheating Potentially Hazardous Foods SOP.
4. Cool food to 41 °F or below using a proper cooling procedure if the internal temperature of cold food is greater than 41 °F. Refer to the Cooling Potentially Hazardous Foods SOP for the proper procedures to follow when cooling food.
5. Discard foods held in the danger zone for greater than 4 hours.

VERIFICATION AND RECORD KEEPING:

Before transporting food to remote sites, foodservice employees will record food carrier temperature, food product name, time, internal temperatures, and any corrective action taken on the Hot and Cold Holding Temperature Log. Upon receipt of food at remote sites, foodservice employees will record receiving temperatures and corrective action taken on the Receiving Log.

The foodservice manager at central kitchens will verify that foodservice employees are following this SOP by visually observing employees and reviewing and initialing the Hot and Cold Holding Temperature Log daily. The foodservice manager at the remote site(s) will verify that foodservice employees are receiving foods at the proper temperature and following the proper receiving procedures by visually observing receiving practices during the shift and reviewing and initialing the Receiving Log daily. All logs are kept on file for a minimum of 1 year.

Serving Food

PURPOSE: To prevent food-borne illness by ensuring that all foods are served in a sanitary manner.

SCOPE: This procedure applies to foodservice employees who serve food.

KEY WORDS: Cross-Contamination.

INSTRUCTIONS:

1. Train foodservice employees on using the procedures in this SOP. Refer to the Using and Calibrating Thermometers SOP.
2. Follow the employee health policy. (Employee health policy is not included in this resource.)
3. Wash hands before putting on gloves, each time the gloves are changed, when changing tasks, and before serving food with utensils. Refer to the Washing Hands SOP.
4. Avoid touching ready-to-eat foods with bare hands. Refer to the Using Suitable Utensils when Handling Ready-To-Eat Foods SOP.
5. Handle plates by the edge or bottom; cups by the handle or bottom; and utensils by the handles.
6. Store utensils with the handles up or by other means to prevent contamination.
7. Hold potentially hazardous food at the proper temperature. Refer to the Holding Hot and Cold Potentially Hazardous Foods SOP.
8. Serve food with clean and sanitized utensils.
9. Store in-use utensils properly. Refer to the Storing In-Use Utensils SOP.
10. Date mark and cool potentially hazardous foods or discard leftovers. Refer to the Date Marking Ready-to-Eat, Potentially Hazardous Foods, and Cooling Potentially Hazardous Foods SOPs.

MONITORING:

A designated foodservice employee will visually observe that food is being served in a manner that prevents contamination during all hours of service.

CORRECTIVE ACTION:

1. Retrain any foodservice employee found not following the procedures in this SOP.
2. Replace improperly handled plates, cups, or utensils.
3. Discard ready-to-eat food that has been touched with bare hands.
4. Follow the corrective actions identified in the Washing Hands; Using Suitable Utensils When Handling Ready-To-Eat Foods; Date Marking Ready-to-Eat, Potentially Hazardous Foods; Cooling Potentially Hazardous Foods; and Holding Hot and Cold Potentially Hazardous Foods SOPs.

VERIFICATION AND RECORD KEEPING:

The foodservice manager will regularly check the storage and use of utensils during service. In addition, the foodservice manager will complete the Food Safety Checklist daily. The Food Safety Checklist is to be kept on file for a minimum of 3 years.

General Liability

FRESH START MEALS INC



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
04/22/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER PATRICK MCRAE INSURANCE SERVICES 1290 N. HANCOCK ST., SUITE 210 ANAHEIM HILLS, CA 92807		CONTACT NAME: PHONE (A/C, No. Ext): (714) 779-6999 FAX (A/C, No): (714) 779-6903 E-MAIL ADDRESS: p.mcrae@sbcglobal.net	
INSURED BESTWAY SANDWICHES, INC 1530 FIRST ST San Fernando CA 91340		INSURER(S) AFFORDING COVERAGE INSURER A: UNITED FIRE & CASUALTY COMPANY NAIC # 13021 INSURER B: INSURER C: INSURER D: INSURER E: INSURER F:	

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	☒ COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☒ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: ☒ POLICY ☐ PRO-JECT ☐ LOC OTHER:	X	X	60464626	07/17/2015	07/17/2016	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
	AUTOMOBILE LIABILITY ☐ ANY AUTO ☐ ALL OWNED AUTOS ☐ SCHEDULED AUTOS ☐ HIRED AUTOS ☐ NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	☐ UMBRELLA LIAB ☐ EXCESS LIAB ☐ DED ☐ RETENTION \$			60464626	07/17/2015	07/17/2016	EACH OCCURRENCE \$ 4,000,000 AGGREGATE \$ 4,000,000
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y/N	N/A			☐ PER STATUTE ☐ OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	PROPERTY			60464626	07/17/2015	07/17/2016	PROPERTY B/EE \$1,200,000 PROPERTY BPP INCLUDING STOCK \$1,000,000 PROPERTY-FOOD SPOILAGE \$250,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

AS EVIDENCE OF INSURANCE

CERTIFICATE HOLDER

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.	AUTHORIZED REPRESENTATIVE
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ACORD 25 (2014/01)

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FRESH START MEALS INC

SOI8996



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
2/18/2015

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Commercial Lines Wells Fargo Insurance Services USA, Inc. 6100 Fairview Road Charlotte, NC 28210	CONTACT NAME: PHONE (A/C, No, Ext): 888-572-2412 FAX (A/C, No): E-MAIL ADDRESS: certs@trinet.com																					
INSURED Strategic Outsourcing, Inc. L/C/F Bestway Sandwiches, Inc. PO Box 241448 Charlotte, NC 28224	<table border="1"> <tr> <th colspan="2">INSURER(S) AFFORDING COVERAGE</th> <th>NAIC #</th> </tr> <tr> <td>INSURER A:</td> <td>Indemnity Insurance Company of North America</td> <td>43575</td> </tr> <tr> <td>INSURER B:</td> <td></td> <td></td> </tr> <tr> <td>INSURER C:</td> <td></td> <td></td> </tr> <tr> <td>INSURER D:</td> <td></td> <td></td> </tr> <tr> <td>INSURER E:</td> <td></td> <td></td> </tr> <tr> <td>INSURER F:</td> <td></td> <td></td> </tr> </table>	INSURER(S) AFFORDING COVERAGE		NAIC #	INSURER A:	Indemnity Insurance Company of North America	43575	INSURER B:			INSURER C:			INSURER D:			INSURER E:			INSURER F:		
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INSURER E:																						
INSURER F:																						

COVERAGES **CERTIFICATE NUMBER:** 8737892 **REVISION NUMBER:** See below

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY ☐ CLAIMS-MADE ☐ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: ☐ POLICY ☐ PRO-JECT ☐ LOC OTHER:						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COM/OP AGG \$ \$	
	AUTOMOBILE LIABILITY ☐ ANY AUTO ☐ ALL OWNED AUTOS ☐ HIRED AUTOS ☐ SCHEDULED AUTOS ☐ NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$	
	UMBRELLA LIAB ☐ OCCUR EXCESS LIAB ☐ CLAIMS-MADE DED ☐ RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$	
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N	N/A	WLRC48565165	03/01/2015	03/01/2016	X PER STATUTE ☐ OTH-ER ☐ E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Workers' Compensation coverage is limited to employees leased to Bestway Sandwiches, Inc. by Strategic Outsourcing, Inc.

CERTIFICATE HOLDER

Bestway Sandwiches, Inc.
 1530 First Street
 San Fernando, CA 91340

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Joan Smith

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ACORD 25 (2014/01)

County of Los Angeles Public Health Permit

Attached is a copy of Bestway Sandwiches Inc current health permit for the facility at which meals will be prepared and food items stored.

 COUNTY OF LOS ANGELES Public Health <i>Jeffrey D. Gunzenhauser, M.D., M.P.H.</i> Jeffrey D. Gunzenhauser, M.D., M.P.H. Interim Health Officer	THIS PERMIT MUST BE CONSPICUOUSLY DISPLAYED ON THE PREMISES		
PR Number: PR0128927 Program ID: BESTWAY SANDWICHES Description: FOOD PROCESSING WHOLESALE (6,000 + SQ. FT.)	Public Health Permit FY 2015/2016 Valid Until 6/30/2016	Facility Location BESTWAY SANDWICHES 1530 1ST ST SAN FERNANDO, CA 91340-2708	
Facility Owner - Mail Address BESTWAY SANDWICHES, INC. 1530 1ST ST SAN FERNANDO, CA 91340-2708	WFA		

For Your Consideration



Eat Right, Be Bright!

March 2016

Breakfast & Lunch Menu

Serve w/ Milk & Fruit

Menus subject to change.

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
B		1	Blueberry Muffin	2	Grilled Cheese Sandwich	3	Little Bites Chocolate Mini Wheats & Crackers	4	Cheese Quesadilla
L			Chicken Quesadilla with Spanish Brown Rice (1/2c) & Refried Pinto Beans (1c)		Three Cheese Lasagna with Corn & Carrots (1c)		Chicken Parmesan over Spaghetti (1/2c) with Green Salad (2c)		Roasted Pepper Chicken Tortilla Wrap with Carrot Sticks (1c) & Ranch
B	7	8	Banana Muffin	9	Chicken Tamales	10	Rice Chex & Crackers	11	Bean & Cheese Burrito
L			Turkey Corn Dog with BBQ Corn Salad (1c)		Chicken & Cheese Enchiladas with Black Beans (3/4c)		Cheesy Mac & Cheese (3/4c) with a Dinner Roll (1oz), Carrot Sticks (1c) & Ranch		Beef Teriyaki Burger Sandwich with Coleslaw (1c)
B	14	15	Cinnamon French Toast w/Syrup	16	Grilled Cheese Sandwich	17	Coco Puffs & Crackers	18	Cheese Quesadilla
L			BBQ Shredded Pork Sandwich with Coleslaw (1c)		Chicken Pretzel Dog with Sweet Potato Wedges (1c)		Cheeseburger w/ Green Salad (2c)		Pepperoni Pizza w/ Basil Corn Salad (1c)
B	21	22	Pancakes & Sausage w/Syrup	23	Sunbutter & Jelly Sandwich	24	Reduced Sugar Trix Cereal & Crackers	25	Egg, Cheese & Potato Burrito
L			Seasoned Baked Chicken with Brown Rice Pilaf (1c) & Steamed Carrots (1c)		Ham & Cheese Croissant Sandwich with Baked Chips & BBQ Corn Salad (3/4c)		Chicken Quesadilla with Spanish Brown Rice (1/2c) & Refried Pinto Beans (1c)		Chicken Teriyaki with Brown Rice Pilaf (1c) & Mixed Vegetables (1c)
B	28	29		30		31			
L									
	Spring Break		Spring Break		Spring Break				

This institution is an equal opportunity provider.

Breakfast fruit/juice portions: 1 cup & Lunch fruit/juice portions: 1 cup (juice cannot exceed 50% of total weekly servings.) Milk (1 Cup) (1%/Non-fat/Non-fat Choc)

School Notes:



"Eat Right, Be Bright!"

Fresh Start
MEALS

April 2016

Breakfast & Lunch Menu

Serve w/ Milk & Fruit

Menus subject to change.

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
								1	
B								SPRING BREAK	
L									
B	4	5	6	7	8				
L	Pepperoni Pizza with Sweet Potato Tater Tots (1c)	Hawaiian Chicken with Brown Rice Pilaf (1c) & Black Beans (1c)	BBQ Chicken Hoagie Roll Sandwich with Baked Chips & Basil Corn Salad (3/4c)	Chicken Fettuccine (1c) Alfredo with Mixed Vegetables (1c)	Coffee Cake & String Cheese Cheesy Mac & Cheese (1c) with Broccoli (1c)				
B	11	12	13	14	15				
L	Cinnamon French Toast w/Syrup	Bagel with Cream Cheese	Blueberry Muffin	Apple Jacks & Crackers	Bean & Cheese Burrito				
B	18	19	20	21	22				
L	Cheeseburger with Tater Tots (1c)	Chicken Tamal with Pinto Beans (1/2c) & Mexican Corn (1/2c)	Pastrami & Cheese Hoagie Roll Sandwich with Baked Chips, Carrot Sticks (1c) & Ranch	Spanish Chicken Adobo with Brown Rice Pilaf (1c) & Mixed Vegetables (1c)	Lemon Pepper Chicken with Brown Rice Pilaf (1c) & Spinach Green Salad (2c)				
B	25	26	27	28	29				
L	Pancake & Sausage w/Syrup	Blueberry Muffin	Cheese & Bean Quesadilla	Rice Krispies & Crackers	Egg, Cheese & Potato Burrito				
	Chicken Parmesan Sandwich with Sweet Potato Tater Tots (1c)	Chicken Picatta with Mashed Potatoes (1c) & a Dinner Roll (2oz)	Beef Lasagna with Mixed Vegetables (3/4c)	Chicken & Cheese Enchilada (1) with Pinto Beans (1c)	Chicken Fettuccine (1c) Alfredo with Green Salad (2c)				
B	25	26	27	28	29				
L	Cinnamon French Toast w/Syrup	Bagel with Cream Cheese	Pancakes & Sausage w/ Syrup	Frosted Mini Wheats & Crackers	Coffee Cake & String Cheese				
	Philll Cheese Steak Sandwich with Tater Tots (3/4c)	Chicken Bean, Cheese Burrito with Taco Sauce & Spinach Green Salad (2c)	Double Dog Chicken Hot Dogs with Sweet Potato Wedges (1c)	Chicken (1/2c) Chow Mein (1c) with Mixed Vegetables (1c)	Breaded Chicken Patty Sandwich with BBQ Baked Beans (1c)				

This institution is an equal opportunity provider.

Breakfast fruit/juice portions: 1 cup & Lunch fruit/juice portions: 1/2 cup (Juice cannot exceed 50% of total weekly servings.) Milk (1 Cup) (1%/Non-fat/Non-fat Choc)

School Notes:



“Eat Right, Be Bright!”

Fresh Start
MEALS

May 2016

Breakfast & Lunch Menu

Serve w/ Milk & Fruit

Menus subject to change.

MONDAY		TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2	Pancake & Sausage w/Syrup	3	Banana Muffin	4	Egg & Cheese Burrito
B	Cheeseburger with Tater Tots (1c)	3	Chicken Teriyaki with Brown Rice Pilaf (1c) & Mixed Vegetables (1c)	4	BBQ Chicken Hoagie Roll Sandwich with Baked Chips, Carrot Sticks (3/4c) & Ranch
1	Cheeseburger with Tater Tots (1c)	3	Chicken Teriyaki with Brown Rice Pilaf (1c) & Mixed Vegetables (1c)	4	BBQ Chicken Hoagie Roll Sandwich with Baked Chips, Carrot Sticks (3/4c) & Ranch
9	Cinnamon French Toast w/Syrup	10	Bagel with Cream Cheese	11	Turkey & Cheese Croissant Sandwich
B	Cinnamon French Toast w/Syrup	10	Bagel with Cream Cheese	11	Turkey & Cheese Croissant Sandwich
1	Pepperoni Pizza with Sweet Potato (1c)	10	Spaghetti (1c) & Meat Sauce (3/4c) with Mixed Vegetables (1c)	12	Chicken & Cheese Enchiladas with Black Beans (3/4c)
1	Pepperoni Pizza with Sweet Potato (1c)	10	Spaghetti (1c) & Meat Sauce (3/4c) with Mixed Vegetables (1c)	12	Chicken & Cheese Enchiladas with Black Beans (3/4c)
16	Pancake & Sausage w/Syrup	17	Blueberry Muffin	18	Cheese & Bean Quesadilla
B	Pancake & Sausage w/Syrup	17	Blueberry Muffin	18	Cheese & Bean Quesadilla
1	Egg, Sausage, Hashbrown & Cheese Bowl with a Sweet Roll	17	Chicken (1/2c) Chow Mein (1c) with Mixed Vegetables (1c)	19	Beef Hot Dog with Sweet Potato (1c)
1	Egg, Sausage, Hashbrown & Cheese Bowl with a Sweet Roll	17	Chicken (1/2c) Chow Mein (1c) with Mixed Vegetables (1c)	19	Beef Hot Dog with Sweet Potato (1c)
23	Cinnamon French Toast w/Syrup	24	Bagel with Cream Cheese	25	Orange Muffin
B	Cinnamon French Toast w/Syrup	24	Bagel with Cream Cheese	25	Orange Muffin
1	Spicy Breaded Chicken Sandwich with Sweet Potato (1c)	24	Beef Lasagna with Mixed Vegetables (1c)	26	Turkey Carnitas & Cheese Nachos (2oz) with Pinto Beans (1c)
1	Spicy Breaded Chicken Sandwich with Sweet Potato (1c)	24	Beef Lasagna with Mixed Vegetables (1c)	26	Turkey Carnitas & Cheese Nachos (2oz) with Pinto Beans (1c)
30		31	Apple Muffin		
B		31	Apple Muffin		
1			Garlic Pesto Chicken Pasta with Carrot Sticks (1c) & Ranch		
1			Garlic Pesto Chicken Pasta with Carrot Sticks (1c) & Ranch		

This institution is an equal opportunity provider.

Breakfast fruit/juice portions: 1 cup & Lunch fruit/juice portions: 1 cup (Juice cannot exceed 50% of total weekly servings.) Milk (1 Cup) (1%/Non-fat/Non-fat Choc)

School Notes:



“Eat Right, Be Bright!”

Fresh Start MEALS

April 2016

Daily Salad Menu

Serve w/ Milk & Fruit

Menus subject to change.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
B L 4 Caesar Chicken Salad with Dinner Roll	B L 5 Chef Salad with Dinner Roll	B L 6 Oriental Chicken Salad with Dinner Roll	B L 7 Greek Salad with Dinner Roll	B L 1 Sante Fe Chicken Salad with Dinner Roll
B L 11 Caesar Chicken Salad with Dinner Roll	B L 12 Chef Salad with Dinner Roll	B L 13 Oriental Chicken Salad with Dinner Roll	B L 14 Greek Salad with Dinner Roll	B L 15 Sante Fe Chicken Salad with Dinner Roll
B L 18 Caesar Chicken Salad with Dinner Roll	B L 19 Chef Salad with Dinner Roll	B L 20 Oriental Chicken Salad with Dinner Roll	B L 21 Greek Salad with Dinner Roll	B L 22 Sante Fe Chicken Salad with Dinner Roll
B L 25 Caesar Chicken Salad with Dinner Roll	B L 26 Chef Salad with Dinner Roll	B L 27 Oriental Chicken Salad with Dinner Roll	B L 28 Greek Salad with Dinner Roll	B L 29 Sante Fe Chicken Salad with Dinner Roll

This institution is an equal opportunity provider.

Breakfast fruit/juice portions: 1 cup & Lunch fruit/juice portions: 1/2 cup (Juice cannot exceed 50% of total weekly servings.) Milk (1 Cup) (1%/Non-fat/Non-fat Choc)

School Notes:



“Eat Right, Be Bright!”

Fresh Start
MEALS

April 2016

Supper Menu

Serve w/ Milk & Fruit

Menus subject to change.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				1 BBQ Chicken Sandwich on a Hoagie Roll with Fresh Fruit
4 Ham & Cheese Sandwich with Fresh Fruit	5 Cilantro Turkey Tortilla Wrap with Carrot Sticks (1/2c), Ranch Packet & Fresh Fruit	6 Creamy Basil Chicken Sandwich on a Hoagie Roll with Fresh Fruit	7 Roasted Pepper Chicken Tortilla Wrap with Carrot Sticks (1/2c), Ranch Packet & Fresh Fruit	8 Italian Sandwich on a Hoagie Roll with Fresh Fruit
11 Turkey & Cheese Torta with Fresh Fruit	12 Italian Sandwich with Carrot Sticks (1/2c), Ranch Packet & Fresh Fruit	13 Oriental Chicken Tortilla Wrap with Fresh Fruit	14 BBQ Chicken Sandwich on a Hoagie Roll with Carrot Sticks (1/2c), Ranch Packet & Fresh Fruit	15 Caesar Chicken Tortilla Wrap with Fresh Fruit
18 Ham & Cheese Sandwich on a Hoagie Roll with Fresh Fruit	19 Santa Fe Chicken Tortilla Wrap with Carrot Sticks (1/2c), Ranch Packet & Fresh Fruit	20 Turkey & Cheese Sandwich with Fresh Fruit	21 Cilantro Chicken Tortilla Wrap with Carrot Sticks (1/2c), Ranch Packet & Fresh Fruit	22 Roasted Pepper Chicken Sandwich on a Hoagie Roll with Fresh Fruit
25 Italian Sandwich on a Hoagie Roll with Fresh Fruit	26 Turkey & Cheese Torta with Carrot Sticks (1/2c), Ranch Packet & Fresh Fruit	27 Caesar Chicken Tortilla Wrap with Fresh Fruit	28 Sun Butter & Jelly Sandwich with Carrot Sticks (1/2c), Ranch Packet & Fresh Fruit	29 BBQ Chicken Sandwich on a Hoagie Roll with Fresh Fruit

This institution is an equal opportunity provider.

Breakfast fruit/juice portions: 1 cup & Lunch fruit/juice portions: 1/2 cup (Juice cannot exceed 50% of total weekly servings.) Milk (1 Cup) (1%/Non-fat/Non-fat Choc)

School Notes:



“Eat Right, Be Bright!”

Fresh Start
MEALS

April 2016

Vegetarian Menu

Serve w/ Milk & Fruit

Menus subject to change.

MONDAY		TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
B					1 Bean & Cheese Burrito
L					Shredded Cheese (2oz) Nachos (2oz) with Refried Beans (1c)
B	4 Pancake & String Cheese w/Syrup	5 Banana Muffin	6 Cheese Tamal	7 Frosted Flakes & Crackers	8 Egg, Cheese & Potato Burrito
L	Cheese Pizza with Sweet Potato Tater Tots (1c)	Cheese Quesadilla with Black Beans (1c)	Bean & Cheese Torta with Baked Chips, Carrot Sticks (1c) & Ranch	Teriyaki Tofu (1/2c) with Brown Rice Pilaf (1c) & Mixed Vegetables (1c)	Cheesy Mac & Cheese (1c) with Broccoli (1c)
B	11 Cinnamon French Toast w/Syrup	12 Bagel with Cream Cheese	13 Egg & Cheese English Muffin	14 Apple Jacks & Crackers	15 Bean & Cheese Burrito
L	Cheese Pizza with Tater Tots (1c)	Cheese Tamal with Pinto Beans (1/2c) & Mexican Corn (1/2c)	Garden Burger with Sweet Potato Wedges (1c)	Orange Tofu (1/2c) with Brown Rice Pilaf (1c) & Mixed Vegetables (1c)	Creamy Chipotle Penne Pasta (1c) with Shredded Cheese (2oz) & Spinach Green Salad (2c)
B	18 Pancake & String Cheese w/Syrup	19 Blueberry Muffin	20 Cheese & Bean Quesadilla	21 Rice Krispies & Crackers	22 Egg, Cheese & Potato Burrito
L	Cheese Pizza with Sweet Potato Tater Tots (1c)	Garden Burger with Mashed Potatoes (1c)	Three Cheese Lasagna with Mixed Vegetables (3/4c)	Cheese Quesadilla with Pinto Beans (1c)	Fettuccine (1c) Alfredo with Shredded Cheese (2oz) & Green Salad (2c)
B	25 Cinnamon French Toast w/Syrup	26 Bagel with Cream Cheese	27 Grilled Cheese Wheat Sandwich	28 Frosted Mini Wheats & Crackers	29 Bean & Cheese Burrito
L	Cheese Pizza with Tater Tots (1c)	Bean & Cheese Burrito with Taco Sauce & Spinach Green Salad (2c)	Fresh Veggie, Bean & Cheese Wheat Tortilla Wrap with Baked Chips, Carrot Sticks (1c) & Ranch	Tofu (1/2c) Chow Mein (1c) with Mixed Vegetables (1c)	Garden Burger with BBQ Baked Beans (1c)

This institution is an equal opportunity provider.



School Notes:

“Eat Right, Be Bright!”

Fresh Start
MEALS

April 2016

Vegan Menu

Serve w/ Soy Milk & Fruit

Menus subject to change.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
B					1 English Muffin w/Jelly (2)
L					Pineapple Tofu (1/2c) w/Mixed Vegetables (1c) & Brown Rice Pilaf (1c)
B	4 Bagel w/ Jelly (2)	5 Frosted Flakes w Graham Crackers	6 Sunbutter & Jelly Sandwich on Wheat	7 Coco Puffs w Graham Crackers	8 English Muffin w/Jelly (2)
L	Chow Mein (1c) w/Tofu (1/2c) & Mixed Vegetables (1c)	Grilled Veggie & Beans Sandwich on a Hoagie Roll with Green Salad (1 1/2c) & Oriental Vinniagrette	Greek Salad with Garbanzo Beans (1/2c) (No Chicken/Cheese/Ranch) w/Corn Salad (1/2c) & Dinner Roll (2oz)	Fresh Veggie & Bean Tortilla Wrap with Carrot Sticks (1c) & Oriental Vinniagrette	Penne Pasta (1c) & Marinara Sauce (1/2c) with Grilled Tofu (1/2c), Green Salad (1c) & Oriental Vinniagrette
B	11 Bagel w/ Jelly (2)	12 Frosted Flakes w Graham Crackers	13 Sunbutter & Jelly Sandwich on Wheat	14 Coco Puffs w Graham Crackers	15 English Muffin w/Jelly (2)
L	Grilled Vegetable Fajitas (1/2c) w/Tofu (1/2c) w/Corn Tortillas (2) & Refried Beans (1/2c)	Refried Beans (1/2c) Nachos (2oz) & Green Salad (2c) & Oriental Vinniagrette	Sante Fe Salad with Black Beans (1/2c) (No Chicken/Cheese/Ranch) w/Corn Salad (1/2c) & Dinner Roll (2oz)	Bean (1/2c) Torta with & Carrot Sticks (1c) & Oriental Vinniagrette	Tofu Taco Salad (3/4c) (No Cheese/Meat) w/Spanish Brown Rice (1c) & Refried Beans (3/4c)
B	18 Bagel w/ Jelly (2)	19 Frosted Flakes w Graham Crackers	20 Sunbutter & Jelly Sandwich on Wheat	21 Coco Puffs w Graham Crackers	22 English Muffin w/Jelly (2)
L	2 Veggie & Bean (1/2c) Tacos (No Cheese/Meat) w/Corn Salad (Oil & Vinegar) (3/4c)	Beans Chili (No Meat/Cheese) (3/4c) w/Dinner Roll (2oz) & Carrot Sticks (1c) w/Oriental Vinniagrette	Chinese Salad (No Chicken) w/ Dinner Roll (2oz) & Bean Salad (Oil & Vinegar) (1/2c)	Refried Beans & Rice Burrito & Green Salad (2c) w/Oriental Vinniagrette	 Pineapple Tofu (1/2c) w/Mixed Vegetables (1c) & Brown Rice Pilaf (1c)
B	25 Bagel w/ Jelly (2)	26 Frosted Flakes w Graham Crackers	27 Sunbutter & Jelly Sandwich on Wheat	28 Coco Puffs w Graham Crackers	29 English Muffin w/Jelly (2)
L	Chow Mein (1c) w/Tofu (1/2c) & Mixed Vegetables (1c)	Grilled Veggie & Beans Sandwich on a Hoagie Roll with Green Salad (1 1/2c) & Oriental Vinniagrette	Greek Salad with Garbanzo Beans (1/2c) (No Chicken/Cheese/Ranch) w/Corn Salad (1/2c) & Dinner Roll (2oz)	Fresh Veggie & Bean Tortilla Wrap with Carrot Sticks (1c) & Oriental Vinniagrette	Penne Pasta (1c) & Marinara Sauce (1/2c) with Grilled Tofu (1/2c), Green Salad (1c) & Oriental Vinniagrette

This institution is an equal opportunity provider.

Breakfast fruit/juice portions: 1 cup & Lunch fruit/juice portions: 1 cup (Juice cannot exceed 50% of total weekly servings.) Milk (1 Cup) (1%/Non-fat/Non-fat Choc)

School Notes:



“Eat Right, Be Bright!”

FreshStart
MEALS



Proposal for Magnolia Science Academy #2 Food Service

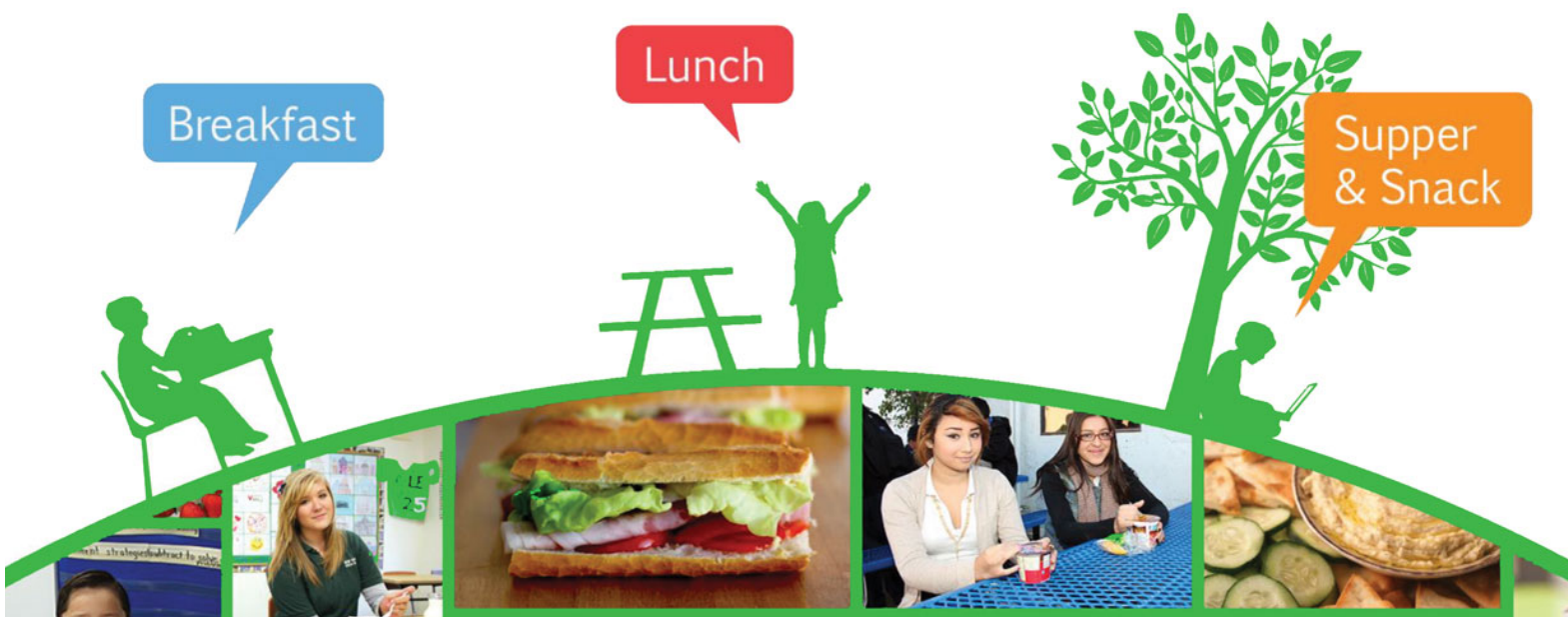
Magnolia Public Schools
c/o Mr. Suat Acar
250 East 1st Street, Ste 1500
Los Angeles, CA 90012

May 24th, 2016

Breakfast

Lunch

Supper
& Snack



May 24th, 2016

Dear Mr. Acar

On behalf of Better 4 You Meals Inc., please allow us to express our gratitude for the opportunity to submit this Proposal for Food Services.

We are confident that Better 4 You Meals will prove to be the ideal meal provider to meet your organization's needs. Better 4 You Meals has the team, resources, menu, and customer service team in place to deliver excellent service to Magnolia Science Academy #2. Over the last two years we have grown as an organization and as a school partner. We are committed to providing your students with fresh, tasty, and 100% compliant meals every day.

Should you or your staff have any questions or require additional information, please do not hesitate to contact us. We look forward to providing a sample tasting of our meals, should your team request one. We are confident that your students & staff will enjoy them.

Proprietary documents are clearly marked "Proprietary" in the upper right corner.

Thank you again for this opportunity. We look forward to working with Magnolia Science Academy #2 and believe the partnership and collaboration we can foster with Unity will be one that is positive and one that your school community can be proud of.

Sincerely,



Fernando Castillo
Chief Executive Officer
Authorized Corporate Officer for Binding Contract
fcastillo@better4youmeals.com
(323) 838-5555

By signing this cover letter, I (we) certify that the information contained in this proposal is accurate, and that all attachments required to be submitted as part of the proposal, are certified to be true and binding upon our company.

Federal Tax ID:	90-06577888
SFA Liaison:	Steven A Holguin - sholguin@better4youmeals.com
Mailing Address:	5743 Smithway Street, Los Angeles, CA 90040
Contact Numbers:	Office (323) 838-5555 Fax (323) 838-5419

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About Us

Chances are, your charter school was created to meet the unique or unmet needs of the students in your community. Every charter school leader has a rooted belief that the big box, one size fits all service model does not work in public education, and it especially does not work in servicing the daily meal needs of charter school students. In 2011, the Los Angeles Times published an article identifying the dramatic disparity in charter school meal services, specifically with the statewide lack of breakfast services to low-income students. The call from charter school leaders, parents, and students was loud! They wanted new options and choices to provide their students with the proper nourishment required to actively learn and engage.

It is no coincidence that also in 2011, charter school leaders from some of the top schools and CMOs in the state responded to that call and created Better 4 You Breakfast (B4YB), a food service company as creative and unique as your own charter. The reaction from charter schools throughout Southern California was swift and dramatic. B4YB quickly became one of California's largest breakfast providers, serving over 20,000 charter school breakfasts each morning.

The last few years have been an amazing journey of growth and innovation for the Better 4 You team. The call from charter schools to expand services beyond breakfast was strong and in the summer of 2014, B4YB became Better 4 You Meals (B4YM) offering charter schools a full selection of breakfast, lunch, snack, and after school supper services. The team at B4YM could not have been more humbled and honored by the almost immediate response we received. In our second year of full service operation, B4YM is now providing over 35,000 charter school meals and an additional 25,000 private and district school meals per day throughout the greater Southern California region.

The future for B4YM services becomes more exciting each day. We've expanded our state-of-the art kitchen and distribution center in the City of Commerce, sharing a first-class food processing facility with prestigious brands such as Otis Spunkmeyer Cookies and Challenge Butter. In 2015-16, we rolled out a brand new fleet of 100% natural gas powered delivery trucks, created exciting new menu items based on student feedback surveys and tastings, became the exclusive provider of fresh & ready to heat meals for Compton Unified School District, and became the first non-store front licensee of Pick Up Stix.

With decades of combined charter school and food service experience, B4YM is uniquely positioned to meet the needs of your schools and your students. The creativity of our team and the sheer size of our organization allows us to provide schools with the best possible price point, often well under the state and federal reimbursement rates. In many cases, this allows schools to generate revenues to reinvest into their meal program.

We look forward to the opportunity to work with your school and we thank you for the opportunity to submit this proposal.

School Food Authority & RFP Profile

SFA Name: Magnolia Public Schools – MSA -2
Site Address: 17125 Victory Blvd, Van Nuys, CA 91406

Contact Person: Mr. Suat Acar
sacar@magnoliapublicschools.org

Submission Due Date: 5:00pm Wednesday May 25th, 2016

The selection of the winning proposal will be based upon the following criteria:

Criteria	Relevant Pages
Qualifications and experience of the vendor's management team.	6 – 8
Adequacy of client references.	10
Adequacy of required corporate documentation.	40 – 46
Adequacy of controls for compliance with food safety regulations and National School Lunch program (NSLP) requirements.	32 – 37, & 39
Proposed cost per unit breakfast and lunch.	9
Design of the meal pattern.	11
Commitment to on-time delivery and back-up plans in the event of weather, etc.	24 – 26

Proposal Exhibits included:

Exhibit Submitted	Contents Included	Relevant Pages
Exhibit A	Cover Page & Contact Information	2 & 6
Exhibit B	Summary of food service contracts comparable in size, with contact information	10
Exhibit C	3 Months Sample Menus	12 – 23
Exhibit D	2016-17 Fee Proposal	9
Exhibit E	a. Time of meal delivery	24
	b. Required refrigeration and heating	25
	c. Plan for assisting MSA-2 in acquiring equipment	25
	d. Protocol for accepting/declining meal deliveries	25
	e. Timing of monthly menu release & ordering plan	26
	f. Expectations for invoicing, emergency plans, weather contingencies	24

Vendor Contact Information

Better 4 You Meals
5743 Smithway St, Ste 103
Commerce, CA 90040
(323) 838-5555
www.better4youmeals.com

Primary Proposal Contact

Steven A. Holguin
Vice President of Sales & Marketing
(323) 838-5555 Office
(310) 678-5958 Cell
sholguin@better4youmeals.com

Additional Company Contacts

Fernando Castillo, MBA
Chief Executive Officer
(323) 838-5555
fcastillo@better4youmeals.com

Daphne Roberts
Chief Commercial Officer
(323) 838-5555 x108
droberts@better4youmeals.com

Better 4 You Meals Company Service Profile

175,000	–	Average number of lunches served by B4YM every week
125,000	–	Average number of breakfasts served by B4YM every week
69,800	–	Total number of students enrolled in schools served by B4YM
50,000	–	Square feet at the B4YM kitchen and distribution facility in the City of Commerce
15,000	–	Average number of suppers served by B4YM every week
406	–	Employees currently on the B4YM team
250	–	Current number of school sites B4YM delivers
4	–	Total counties served by B4YM (Los Angeles, San Bernardino, Riverside, & Orange Counties)

Better 4 You Meals Service Capacity

Our company leadership has helped launch charter schools, operated within the back offices of charter schools, started food programs at charters, and also operated general businesses over the last 25 years. In 2014-15, we sustained 100% growth in a single year, while also improving the overall level of customer satisfaction.

In 2015-16 we again realized 100% year over year growth, and now serve over 60,000 meals per day to over 250 school sites. Financially the company is very sound with a strong projected net income and access to capital. We have no liens, bankruptcies, judgments, or current legal cases against us.

Better 4 You Meals is holding our 2016-17 growth target to a modest 17% projected growth rate, focusing on increasing customer satisfaction and creating model systems and processes for optimal efficiency and meal consistency.

Better 4 You Meals Experience & Customer Service

As the only school meal vendor founded by individuals with actual charter school operational leadership experience, our entire model was designed to better serve the charter schools throughout Southern California. The positive response and encouragement from the charter school community has been resounding and very humbling.

In Fall 2014, the first year of expansion from breakfast service to full meal operation, 120 charter schools approved Better 4 You Meals as their vendor of choice. Serving an average of 30,000 meals per day, we quickly developed the infrastructure and procedures to best serve our schools.

From there the request for service has continued to increase dramatically. In the Summer of 2015, we were awarded to be the vendor for 80 Los Angeles Archdiocese K-8 schools, while also contracting with an additional 25 charter schools for full service. In January 2016, we began service for Compton Unified, which employs a cold delivery and heat on site model.

We are now serving an average of 60,000 meals per day across 255 sites throughout Southern California.

Even with our rapid growth, we have continued to keep laser focus on what has helped our meal service endeavor grow so significantly – our commitment to our schools and to our customer service.

No other vendor retains the wide array of services that Better 4 You Meals has such as:

- Therapeutic Meals for students with special meal needs
- On site BBQ's for special event days or to reward students for performance
- Partnership with popular known brands such as Pick Up Stix, Dominos Pizza, & Pizza Hut
- Catering for school special events, training, meetings, and more
- Approved USDA Commodities processor – helping schools save thousands each year

Customer Service

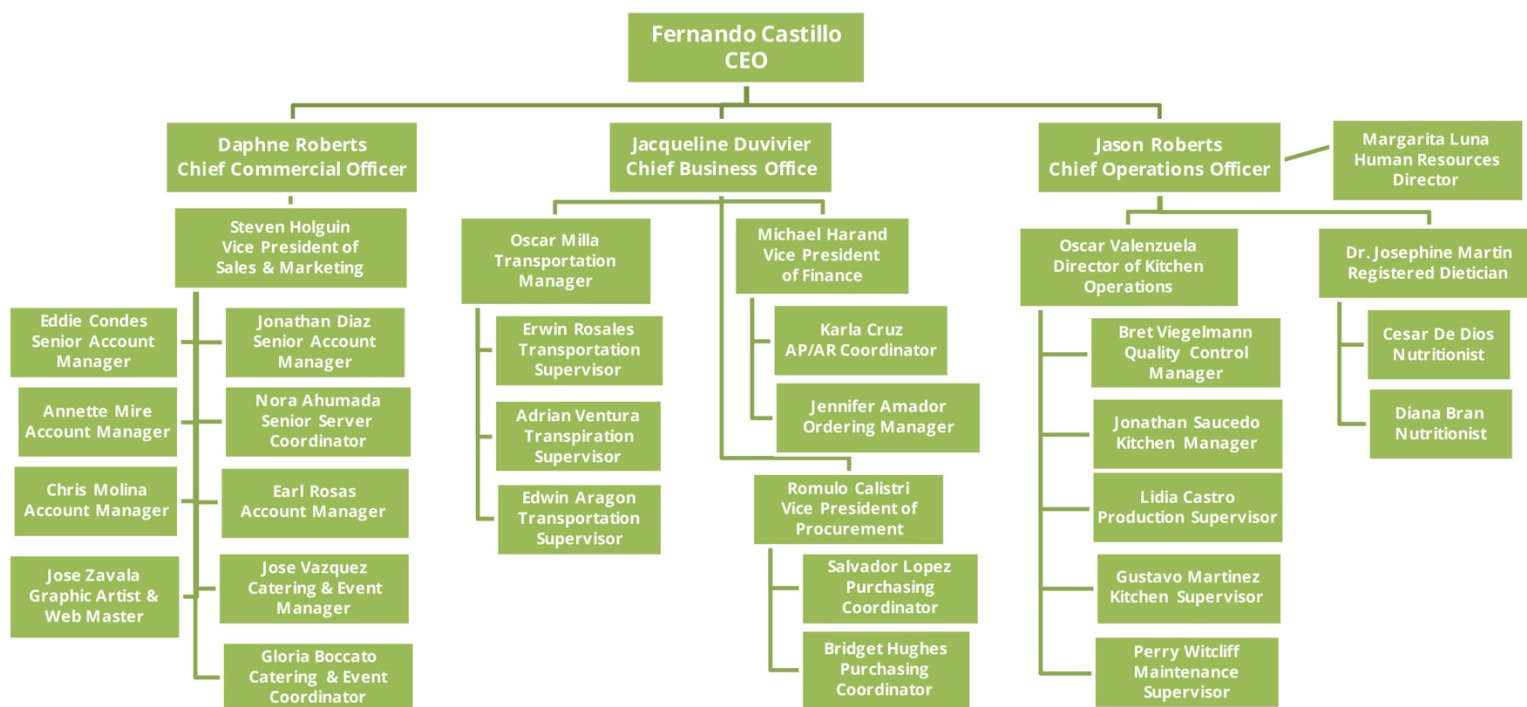
Better 4 You Meals has also recently updated many features of our customer service model. Our online ordering system has been updated and improved to allow for ordering features such as milk type ratios, field trip lunches, therapeutic meals. Many technological upgrades have gone into, and will continue going into, our ordering system to make ordering faster and to reduce errors.

We have also changed our school support model to make it easier for school to interact with the exact Better 4 You Meals team member that they need. Our customer service line is open every morning at 6:30am until 5:00pm to help with any immediate issues such as meal changes, missing items and delivery changes. Every school is also assigned a dedicated Account Manager to help with their student engagement, participation, troubleshooting, training, and more.

Client satisfaction is at the forefront of every decision and task that we take on. You have our commitment to continue to lead the path to providing your students with healthy and delicious meal options.

Better 4 You Meals Organizational Chart

Proprietary



Fee Proposal

Magnolia Science Academy #2

The costs included in the Cost per Meal table comprise the fixed price per meal. The fees are agreed upon by both parties and represent allowable food service costs in accordance with 2 CFR parts 225 and 230 as applicable.

"Ready to Eat" Hot Meal Service *No Equipment Needed for Service*

Meal Type	Type of Service	Proposed 2016-17 Price Per Meal
Breakfast <i>no server</i>	Grab & Go	\$1.90
Lunch <i>no server</i>	Pre-Packed Meal	\$2.99
Lunch <i>with 1 server per site</i>	Pre-Packed Meal or Family Style Serving	\$3.10
Snack	Grab & Go	\$0.85

Pricing Disclosures for Additional Options and Upgrades

Additional Server for Lunch: \$0.12 per daily meal

Premium Lunch Fruit Upgrade (delivered once per week): \$.06 per daily meal

Meals for Staff Members: \$ Same prices as stated above

Soy Milk per meal: (non medically required): \$.40

Vegan Lunches: (price per meal): \$6.50

Special Therapeutic Meals (medically requested/required):

Breakfast: \$ No Additional Price

Lunch: \$ No Additional Price

All meals are served complete and fully reimbursable by USDA & NSLP standards. Included with every meal is:

- Full serving of vegetable
- Full serving of fruit or fruit juice
- Plates, trays, sporks, napkins
- Milk – 1%, Fat Free, & Chocolate options
- Meal appropriate condiments

Vendor References

Reference 1

Organization Name	YPI Charter Schools
Contact Person	Yvette King-Berg
Title	Executive Director
Mailing Address	9400 Remick Ave, Arleta, CA 91331
Phone Number	(818) 834-5805
Email Address	ykingberg@ypics.org
Dates of Service	2011 - Present
Number of Sites	3
Enrollment Count	1,000
Meals Served	Breakfast ☐ Lunch ☒ Snack ☒ Supper ☐

Reference 2

Organization Name	Celerity Education Group
Contact Person	Miguel Portillo
Title	CFO/Director of Operations
Mailing Address	2069 West Slauson Ave, Los Angeles, CA 90047
Phone Number	(213) 831-8484
Email Address	mportillo@celerityschools.org
Dates of Service	2014 - Present
Number of Sites	13
Enrollment Count	3,400
Meals Served	Breakfast ☒ Lunch ☒ Snack ☒ Supper ☒

Reference 3

Organization Name	James Jordan Middle School
Contact Person	Victor Albores
Title	Office Manager / Food Service Coordinator
Mailing Address	7911 Winnetka Ave, Winnetka, CA 91306
Phone Number	818-882-2496
Email Address	albores@jamesjordanms.com
Dates of Service	August 2014 - Present
Number of Sites	1
Enrollment Count	390
Meals Served	Breakfast ☒ Lunch ☒ Snack ☒ Supper ☒

Meal Pattern Compliance Commitment

	Breakfast Meal Pattern			Lunch Meal Pattern		
	Grades K-5 ^a	Grades 6-8 ^a	Grades 9-12 ^a	Grades K-5	Grades 6-8	Grades 9-12
Meal Pattern	Amount of Food ^b Per Week (Minimum Per Day)					
Fruits (cups) ^{c,d}	5 (1) ^e	5 (1) ^e	5 (1) ^e	2½ (½)	2½ (½)	5 (1)
Vegetables (cups) ^{c,d}	0	0	0	¾ (¾)	¾ (¾)	5 (1)
Dark green ^f	0	0	0	½	½	½
Red/Orange ^f	0	0	0	¾	¾	1¼
Beans/Peas (Legumes) ^f	0	0	0	½	½	½
Starchy ^f	0	0	0	½	½	½
Other ^{f,g}	0	0	0	½	½	¾
Additional Veg to Reach Total ^h	0	0	0	1	1	1½
Grains (oz eq) ⁱ	7-10 (1) ^j	8-10 (1) ^j	9-10 (1) ^j	8-9 (1)	8-10 (1)	10-12 (2)
Meats/Meat Alternates (oz eq)	0 ^k	0 ^k	0 ^k	8-10 (1)	9-10 (1)	10-12 (2)
Fluid milk (cups) ^l	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)
Other Specifications: Daily Amount Based on the Average for a 5-Day Week						
Min-max calories (kcal) ^{m,n,o}	350-500	400-550	450-600	550-650	600-700	750-850
Saturated fat	< 10	< 10	< 10	< 10	< 10	< 10
(% of total calories) ^{n,o}						
Sodium (mg) ^{n,p}	≤ 430	≤ 470	≤ 500	≤ 640	≤ 710	≤ 740
Trans fat ^{n,o}	Nutrition label or manufacturer specifications must indicate zero grams of <u>trans</u> fat per serving.					

- In the SBP, the above age-grade groups are required beginning July 1, 2013 (SY 2013-14). In SY 2012-2013 only, schools may continue to use the meal pattern for grades K-12 (see § 220.23).
- Food items included in each food group and subgroup and amount equivalents. Minimum creditable serving is ½ cup.
- One quarter-cup of dried fruit counts as ½ cup of fruit; 1 cup of leafy greens counts as ½ cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100% full-strength.
- For breakfast, vegetables may be substituted for fruits, but the first two cups per week of any such substitution must be from the dark green, red/orange, beans and peas (legumes) or "Other vegetables" subgroups as defined in §210.10(c)(2)(iii).
- The fruit quantity requirement for the SBP (5 cups/week and a minimum of 1 cup/day) is effective July 1, 2014 (SY 2014- 2015).
- Larger amounts of these vegetables may be served.
- This category consists of "Other vegetables" as defined in §210.10(c)(2)(iii)(E). For the purposes of the NSLP, "Other vegetables" requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups as defined in §210.10(c)(2)(iii).
- Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.
- At least half of the grains offered must be whole grain-rich in the NSLP beginning July 1, 2012 (SY 2012-2013), and in the SBP beginning July 1, 2013 (SY 2013-2014). All grains must be whole grain-rich in both the NSLP and the SBP beginning July 1, 2014 (SY 2014-15).
- In the SBP, the grain ranges must be offered beginning July 1, 2013 (SY 2013-2014).
- There is no separate meat/meat alternate component in the SBP. Beginning July 1, 2013 (SY 2013-2014), schools may substitute 1 oz. eq. of meat/meat alternate for 1 oz. eq. of grains after the minimum daily grains requirement is met.
- Fluid milk must be low-fat (1 percent milk fat or less, unflavored) or fat-free (unflavored or flavored).
- The average daily amount of calories for a 5-day school week must be within the range (at least the minimum and no more than the maximum values).
- Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, Trans fat, and sodium. Foods of minimal nutritional value and fluid milk with fat content greater than 1percent milk fat are not allowed.
- In the SBP, calories and trans fat specifications take effect beginning July 1, 2013 (SY 2013-2014).
- Final sodium specifications are to be reached by SY 2022-2023 or July 1, 2022. Intermediate sodium specifications are established for SY 2014-2015 and 2017-2018. See required intermediate specifications in § 210.10(f)(3) for lunches and § 0.8(f)(3) for breakfast



Signature of Vendor's Authorized Representative

Vice President, Sales & Marketing

Title

5/22/2016

Date

Sample Menus - Breakfast

				
 Indicates Warm Breakfast				
Breakfast Menu March 2016				
Monday	Tuesday	Wednesday	Thursday	Friday
29 February Bean & Cheese Burrito <i>Hot Sauce</i> Fruit Milk	1 Better 4 You Breakfast Round <i>100% Fruit Juice</i> Fruit Milk	2 Strawberry Delight String Cheese Apple Sauce Fruit Milk	3 Whole Grain Cereal Graham Crackers Fruit Milk	4 French Toast Sticks Fruit Milk
7 Chicken Sausage Pancake Sandwich V: Mini Pancakes Fruit Milk	8 Muffin <i>100% Fruit Juice</i> Fruit Milk	9 Bagel w/ Cream Cheese Apple Sauce Fruit Milk	10 Whole Grain Cereal Whole Grain Bites Fruit Milk	11 Cheese Tamale Fruit Milk
14 Blueberry Pancake Sandwich Fruit Milk	15 Pan Dulce <i>100% Fruit Juice</i> Fruit Milk	16 Coffee Cake Apple Sauce Fruit Milk	17 Whole Grain Cereal Graham Crackers Fruit Milk	18 Green Chile & Potato Burrito V: Bean & Cheese Burrito w/ Hot Sauce Fruit Milk
21 Chicken & Waffle V: Waffle Fruit Milk	22 Apple Cinnamon Chewie Bar <i>100% Fruit Juice</i> Milk	23 Banana Bread Apple Sauce Fruit Milk	24 Whole Grain Cereal Whole Grain Bites Fruit Milk	25 French Toast Fruit Milk
28 English Muffin w/ Egg & Cheese Fruit Milk	29 Zucchini Bread <i>100% Fruit Juice</i> Fruit Milk	30 Yogurt w/ Nut-free Granola Apple Sauce Fruit Milk	31 Whole Grain Cereal Graham Crackers Fruit Milk	1 April Cheese Tamale Fruit Milk
MENU SUBJECT TO CHANGE WITHOUT NOTICE Breakfast includes one entrée, fruit, and fat free white milk or 1% white milk. This institution is an equal opportunity provider.				
				

R2-4-15

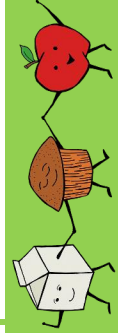
Breakfast Menu

April 2016

Indicates Warm Breakfast



Monday	Tuesday	Wednesday	Thursday	Friday
28 March English Muffin w/ Egg & Cheese Fruit Milk	29 Zucchini Bread 100% Fruit Juice Fruit Milk	30 Yogurt w/ Nut-free Granola Apple Sauce Fruit Milk	31 Whole Grain Cereal Whole Grain Bites Fruit Milk	1 April Cheese Tamale Fruit Milk
4 Blueberry Pancake Sandwich Fruit Milk	5 Apple Cinnamon Chewie Bar 100% Fruit Juice Milk	6 Pan Dulce Apple Sauce Fruit Milk	7 Whole Grain Cereal Whole Grain Bites Fruit Milk	8 Chicken & Waffle w/ Syrup V: Bean & Cheese Burrito w/ Hot Sauce Fruit Milk
11 Bean & Cheese Burrito Hot Sauce Fruit Milk	12 Blueberry Muffin 100% Fruit Juice Fruit Milk	13 Yogurt w/ Nut-Free Granola Apple Sauce Fruit Milk	14 Whole Grain Cereal Whole Grain Bites Fruit Milk	15 Chicken Sausage Pancake Sandwich V: Mini Pancakes Fruit Milk
18 French Toast Stix Fruit Milk	19 Coffee Cake 100% Fruit Juice Fruit Milk	20 Strawberry Chewie Bar Apple Sauce Milk	21 Whole Grain Cereal Whole Grain Bites Fruit Milk	22 Green Chile & Potato Burrito V: Waffle Fruit Milk
25 Cheese Tamale Fruit Milk	26 B4Y Freshly Baked Round 100% Fruit Juice Fruit Milk	27 Proball String Cheese Apple Sauce Fruit Milk	28 Whole Grain Cereal Whole Grain Bites Fruit Milk	29 Cinnamon Waffle Fruit Milk



R2-18-16

MENU SUBJECT TO CHANGE WITHOUT NOTICE

Breakfast includes one entrée, fruit, and fat free white milk or 1% white milk. This institution is an equal opportunity provider.

Breakfast Menu

May 2016

 Indicates Warm Breakfast



Monday	Tuesday	Wednesday	Thursday	Friday
2 English Muffin w/ Egg & Cheese <i>Fruit</i> <i>Milk</i> 	3 Bagel w/ Cream Cheese <i>100% Fruit Juice</i> <i>Fruit</i> <i>Milk</i>	4 Apple Cinnamon Chewie Bar <i>Apple Sauce</i> <i>Milk</i>	5 Whole Grain Cereal & Pan Dulce <i>Fruit</i> <i>Milk</i>	6 Pancake on a Stick w/ Turkey Sausage <i>V. Waffle</i> <i>Fruit</i> <i>Milk</i> 
9 Bean & Cheese Burrito <i>Hot Sauce</i> <i>Fruit</i> <i>Milk</i> 	10 Zucchini Bread <i>100% Fruit Juice</i> <i>Milk</i>	11 Yogurt w/ Nut-Free Granola <i>Apple Sauce</i> <i>Fruit</i> <i>Milk</i>	12 Whole Grain Cereal <i>Whole Grain Bites</i> <i>Fruit</i> <i>Milk</i>	13 French Toast <i>Fruit</i> <i>Milk</i> 
16 Green Chile Potato Burrito <i>(Contains No Meat)</i> <i>Fruit</i> <i>Milk</i> 	17 Coffee Cake <i>100% Fruit Juice</i> <i>Fruit</i> <i>Milk</i>	18 Banana Bread <i>Apple Sauce</i> <i>Fruit</i> <i>Milk</i>	19 Whole Grain Cereal <i>Whole Grain Bites</i> <i>Fruit</i> <i>Milk</i>	20 Cheese Tamale <i>Fruit</i> <i>Milk</i> 
23 Mini Pancakes <i>Fruit</i> <i>Milk</i> 	24 Strawberry Chewie Bar <i>Apple Sauce</i> <i>Milk</i>	25 Pan Dulce <i>Apple Sauce</i> <i>Fruit</i> <i>Milk</i>	26 Whole Grain Cereal <i>Whole Grain Bites</i> <i>Fruit</i> <i>Milk</i>	27 Bean & Cheese Burrito <i>Hot Sauce</i> <i>Fruit</i> <i>Milk</i> 
30 Memorial Day No School	31 French Toast Stix <i>Fruit</i> <i>Milk</i> 	1 June	2	3 

MENU SUBJECT TO CHANGE WITHOUT NOTICE

Breakfast includes one entrée, fruit, and fat free white milk or 1% white milk. This institution is an equal opportunity provider.

R3-25-16



Sample Menus - Hot Lunch

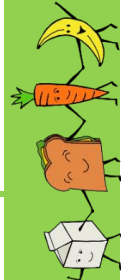
				
Lunch Menu 9-12 March 2016				
Monday	Tuesday	Wednesday	Thursday	Friday
29 February Turkey Hot Dog Potato Wedges 100% Fruit Juice & Fruit Milk	1 Chicken Chow Mein Steamed Vegetables Fruit Milk	2 Chicken Fajitas Refried Beans & Rice Tortilla Chips 100% Fruit Juice & Fruit Milk	3 Breaded Chicken Strips Sweet Potato Tots Dessert Fruit Milk	4 Cheese Pupusas Refried Beans Cabbage Salad 100% Fruit Juice & Fruit Milk
7 Beef & Bean Chili Tortilla Chips 100% Fruit Juice & Fruit Milk	8 Mushroom & Beef Hamburger Potato Wedges Fruit Milk	9 Chicken & Cheese Enchiladas Refried Beans 100% Fruit Juice & Fruit Milk	10 Ground Turkey Lasagna Steamed Carrots Fruit Milk	11 Pizza Calzone Side Salad w/ Ranch 100% Fruit Juice & Fruit Milk
14 Orange Chicken Brown Rice Steamed Broccoli 100% Fruit Juice & Fruit Milk	15 Rotini Pasta w/ Meat Sauce Steamed Carrots Fruit Milk	16 Chicken Sopos Refried Beans w/ Hot Sauce Fruitables Juice Fruit Milk	17 Chicken Bites Mashed Potatoes Dessert Fruit Milk	18 Cheese Tamales Mixed Vegetables Apple Sauce & Fruit Milk
21 Beef Hot Dog Potato Wedges 100% Fruit Juice & Fruit Milk	22 Chicken Chile Verde Spanish Brown Rice & Beans Fruit Milk	23 Breaded Chicken Patty Burger Lettuce & Tomato Set 100% Fruit Juice & Fruit Milk	24 Ground Turkey, Beans & Cheese Nachos Tortilla Chips Fruit Milk	25 Mozzarella Pasta Steamed Carrots 100% Fruit Juice & Fruit Milk
28 Teriyaki Chicken Brown Rice Steamed Broccoli & Carrots 100% Fruit Juice & Fruit Milk	29 Philly Cheese Steak Sandwich Potato Wedges Fruit Milk	30 Chicken Fajita Burrito Fruitable Juice Fruit Milk	31 BBQ Chicken Strips Sweet Potato Tots Dessert Fruit Milk	1 April Cheeseburger Lettuce & Tomato Set 100% Fruit Juice & Fruit Milk
MENU SUBJECT TO CHANGE WITHOUT NOTICE Lunch includes one entrée, vegetable, 1 cup fruit serving, and fat free white milk or 1% white milk. This institution is an equal opportunity provider.				
				
R02-03-16				

Lunch Menu 9-12

April 2016



Monday	Tuesday	Wednesday	Thursday	Friday
28 March Teriyaki Chicken <i>Brown Rice</i> Steamed Broccoli & Carrots 100% Fruit Juice & Fruit Milk	29 Philly Cheese Steak Sandwich <i>Baked Fries</i> Fruit Milk	30 Chicken Fajita Burrito w/ Beans <i>Fruitable Juice</i> Fruit Milk	31 BBQ Chicken Strips <i>Sweet Potato Tots</i> Dessert Fruit Milk	1 April Cheeseburger <i>Lettuce & Tomato Set</i> 100% Fruit Juice & Fruit Milk
4 Beef Hot Dog <i>Baked Fries</i> 100% Fruit Juice & Fruit Milk	5 Chicken Patty Burger <i>Lettuce & Tomato Set</i> Fruit Milk	6 Beef & Bean Chili <i>Tortilla Chips</i> 100% Fruit Juice & Fruit Milk	7 Rotini Pasta w/ Meat Sauce <i>Steamed Carrots</i> Fruit Milk	8 Chicken Tamale <i>Mixed Vegetables</i> 100% Fruit Juice & Fruit Milk
11 Cheese Pupas <i>Refried Beans</i> Cabbage Salad 100% Fruit Juice & Fruit Milk	12 Pizza Calzone <i>Side Salad w/ Thousand Island</i> Fruit Milk	13 Chicken Bites <i>Mashed Potatoes</i> Dessert 100% Fruit Juice & Fruit Milk	14 Build Your Own Meatball (Turkey) Sandwich <i>French Roll</i> Steamed Carrots Fruit Milk	15 Chicken Chile Verde <i>Rice</i> Fruitables Juice Fruit Milk
18 Bean & Cheese Burrito <i>Salsa Mexicana</i> 100% Fruit Juice & Fruit Milk	19 BBQ Beef Sandwich <i>Sweet Potato Tots</i> Fruit Milk	20 Chicken Fajitas <i>Refried Beans</i> Tortilla Chips 100% Fruit Juice & Fruit Milk	21 Orange Chicken <i>Steamed Broccoli & Rice</i> Fruit Milk	22 Chicken & Cheese Enchiladas <i>Steamed Corn</i> 100% Fruit Juice & Fruit Milk
25 Teriyaki Chicken <i>Brown Rice</i> Steamed Broccoli & Carrots 100% Fruit Juice & Fruit Veggie Dippers Milk	26 Sloppy Joe <i>Baked Fries</i> Whole Grain Bun Fruit Milk	27 Ground Turkey, Bean & Cheese Nachos <i>Tortilla Chips</i> 100% Fruit Juice & Fruit Milk	28 Chicken Mozzarella Pasta <i>Steamed Carrots</i> Fruit Milk	29 Cheese Tamale <i>Mixed Vegetables</i> 100% Fruit Juice & Fruit Milk



R3-1-16

MENU SUBJECT TO CHANGE WITHOUT NOTICE

Lunch includes one entrée, vegetable, 1/2 cup fruit serving, and fat free white milk or 1% white milk. This institution is an equal opportunity provider.

Lunch Menu 9-12

May 2016



Monday	Tuesday	Wednesday	Thursday	Friday
2 BBQ Chicken Sandwich Sweet Potato Tots 100% Fruit Juice & Fruit Milk	3 Cheeseburger Lettuce & Tomato Set Fruit Milk	4 BBQ Chicken Nuggets Mashed Potatoes 100% Fruit Juice/Fruit Milk	5 Chicken Fajita Burrito w/ Beans Cucumbers & Tajin Fruit Milk	6 Philly Steak Sandwich Crinkle Cut French Fries 100% Fruit Juice & Fruit Milk
9 Beef Hot Dog Crinkle Cut French Fries 100% Fruit Juice & Fruit Milk	10 Chicken Patty Burger Lettuce & Tomato Set Fruit Milk	11 Beef & Bean Chili Tortilla Chips 100% Fruit Juice & Fruit Milk	12 Rotini Pasta w/ Meat Sauce Steamed Carrots Fruit Milk	13 Chicken Tamale Mixed Vegetables 100% Fruit Juice & Fruit Milk
16 Cheese Pupas Refried Beans Cabbage Salad 100% Fruit Juice & Fruit Milk	17 Chicken Chile Verde w/ Rice Fruit Milk	18 Chicken Bites Mashed Potatoes Dessert 100% Fruit Juice & Fruit Milk	19 Build Your Own Meatball (Turkey) Sandwich French Roll Steamed Carrots Fruit Milk	20 Shredded Beef, Potato, & Beans Burrito 100% Fruit Juice & Fruit Milk
23 Bean & Cheese Burrito Salsa Mexicana 100% Fruit Juice & Fruit Milk	24 BBQ Beef Sandwich Sweet Potato Tots Fruit Milk	25 Chicken Fajitas Refried Beans Tortilla Chips 100% Fruit Juice & Fruit Milk	26 Orange Chicken Steamed Broccoli & Rice Fruit Milk	27 Chicken & Cheese Enchiladas Steamed Corn 100% Fruit Juice & Fruit Milk
30 Memorial Day No School	31 Sloppy Joe Crinkle Cut French Fries Whole Grain Bun Fruit Milk	1 June 1 June	2	3



MENU SUBJECT TO CHANGE WITHOUT NOTICE

Lunch includes one entrée, vegetable, 1/2 cup fruit serving, and fat free white milk or 1% white milk. This institution is an equal opportunity provider.

R3 25-16

Sample Menus - Hot Vegetarian Lunch

				
Lunch Vegetarian 9-12 March 2016				
Monday	Tuesday	Wednesday	Thursday	Friday
29 February Veggie Hot Dog Potato Wedges 100% Fruit Juice & Fruit Milk	1 Tofu Chow Mein Steamed Vegetables Fruit Milk	2 Tofu Fajitas Refried Beans & Rice Tortilla Chips 100% Fruit Juice & Fruit Milk	3 Tofu Strips Sweet Potato Tots Dessert Fruit Milk	4 Cheese Pupusas Refried Beans Cabbage Salad Fruit Milk
7 Vegetarian Chili Tortilla Chips 100% Fruit Juice & Fruit Milk	8 Veggie Burger Potato Wedges Fruit Milk	9 Cheese Enchiladas Refried Beans 100% Fruit Juice & Fruit Milk	10 Cheese Lasagna Steamed Carrots Fruit Milk	11 Pizza Calzone Side Salad w/ Ranch 100% Fruit Juice & Fruit Milk
14 Orange Tofu Brown Rice Steamed Broccoli 100% Fruit Juice & Fruit Milk	15 Rotini Pasta w/ Marinara & Cheese Sauce Steamed Carrots Fruit Milk	16 Bean & Cheese Sopes Refried Beans w/ Hot Sauce Fruitables Juice Fruit Milk	17 Tofu Bites Mashed Potatoes Dessert Fruit Milk	18 Cheese Tamales Mixed Vegetables Apple Sauce & Fruit Milk
21 Veggie Hot Dog Potato Wedges 100% Fruit Juice & Fruit Milk	22 Tofu Chile Verde Spanish Brown Rice & Beans Sunflower Seeds Fruit Milk	23 Veggie Burger Lettuce & Tomato Set 100% Fruit Juice & Fruit Milk	24 Beans & Cheese Nachos Tortilla Chips 100% Fruit Juice & Fruit Milk	25 Mozzarella Pasta Steamed Carrots 100% Fruit Juice & Fruit Milk
28 Teriyaki Tofu Brown Rice Steamed Broccoli & Carrots 100% Fruit Juice & Fruit Milk	29 Cheese & Vegetables Sandwich Potato Wedges Fruit Milk	30 Bean & Cheese Burrito Fruitable Juice Fruit Milk	31 BBQ Tofu Bites Sweet Potato Tots Dessert Fruit Milk	1 April Veggie Burger Lettuce & Tomato Set 100% Fruit Juice & Fruit Milk
MENU SUBJECT TO CHANGE WITHOUT NOTICE Lunch includes one entrée, vegetable, 1/2 cup fruit serving, and fat free white milk or 1% white milk. This institution is an equal opportunity provider.				
				
R02-03-16				



Lunch Vegetarian 9-12

April 2016

Monday	Tuesday	Wednesday	Thursday	Friday
28 March Teriyaki Tofu Brown Rice Steamed Broccoli & Carrots 100% Fruit Juice & Fruit Veggie Dippers Milk	29 Cheese & Vegetables Sandwich Baked Fries Fruit Milk	30 Bean & Cheese Burrito Fruitable Juice Fruit Milk	31 BBQ Tofu Bites Sweet Potato Tots Dessert Fruit Milk	1 April Veggie Cheese Burger Lettuce & Tomato Set 100% Fruit Juice & Fruit Milk
4 Veggie Hot Dog Baked Fries 100% Fruit Juice & Fruit Veggie Dippers Milk	5 Veggie Burger Lettuce & Tomato Set Fruit Milk	6 Vegetarian Chili Tortilla Chip 100% Fruit Juice & Fruit Milk	7 Rotini Pasta w/ Marinara Sauce String Cheese Steamed Carrots Fruit Milk	8 Cheese Tamale Mixed Vegetables 100% Fruit Juice & Fruit Veggie Dippers Milk
11 Cheese Pupas Refried Beans Cabbage Salad 100% Fruit Juice & Fruit Milk	12 Pizza Calzone Side Salad w/ Thousand Island Fruit Milk	13 Tofu Bites Mashed Potatoes Dessert 100% Fruit Juice & Fruit Veggie Dippers Milk	14 Cheese Lasagna Steamed Carrots Fruit Milk	15 Tofu Chile Verde Rice Fruitables Juice Fruit Milk
18 Bean & Cheese Burrito Salsa Mexicana 100% Fruit Juice & Fruit Milk	19 BBQ Veggie Burger Sweet Potato Tots Fruit Milk	20 Vegetarian Fajitas Refried Beans Tortilla Chips 100% Fruit Juice & Fruit Milk	21 Orange Tofu Steamed Broccoli & Rice Fruit Milk	22 Cheese Enchiladas Steamed Corn 100% Fruit Juice & Fruit Milk
25 Teriyaki Tofu Brown Rice Steamed Broccoli & Carrots 100% Fruit Juice & Fruit Veggie Dippers Milk	26 BBQ Tofu Bites Baked Fries Whole Grain Bun Sunflower Seeds Fruit Milk	27 Bean & Cheese Nachos Tortilla Chips 100% Fruit Juice & Fruit Milk	28 Mozzarella Pasta Steamed Carrots Fruit Milk	29 Cheese Tamale Mixed Vegetables 100% Fruit Juice & Fruit Veggie Dippers Milk



R3-1-16

MENU SUBJECT TO CHANGE WITHOUT NOTICE

Lunch includes one entrée, vegetable, 1/2 cup fruit serving, and fat free white milk or 1% white milk. This institution is an equal opportunity provider.

 Lunch Menu 9-12 Vegetarian May 2016				
Monday	Tuesday	Wednesday	Thursday	Friday
2 BBQ Tofu Sandwich Sweet Potato Tots 100% Fruit Juice & Fruit Milk	3 Veggie Cheese Burger Lettuce & Tomato Set Fruit Milk	4 BBQ Tofu Bites Mashed Potatoes Fruit Milk	5 Bean & Cheese Burrito Cucumbers and Tajin Fruit Milk	6 Cheese and Vegetables Sandwich Crinkle Cut French Fries 100% Fruit Juice & Fruit Milk
9 Veggie Hot Dog Crinkle Cut French Fries 100% Fruit Juice & Fruit Milk	10 Veggie Burger Lettuce & Tomato Set Fruit Milk	11 Vegetarian Chili Tortilla Chip 100% Fruit Juice & Fruit Milk	12 Rotini Pasta w/ Marinara Sauce String Cheese Steamed Carrots Fruit Milk	13 Cheese Tamale Mixed Vegetables 100% Fruit Juice & Fruit Veggie Dippers Milk
16 Cheese Pupusas Refried Beans Cabbage Salad 100% Fruit Juice & Fruit Milk	17 Tofu Chile Verde Rice Fruitables Juice Fruit Milk	18 Tofu Bites Mashed Potatoes Dessert 100% Fruit Juice & Fruit Milk	19 Build Your Own (Veggie) Meatball Sandwich French Roll Steamed Carrots Fruit Milk	20 Potato & Beans Burrito 100% Fruit Juice & Fruit Milk
23 Bean & Cheese Burrito Salsa Mexicana 100% Fruit Juice & Fruit Milk	24 BBQ Veggie Burger Sweet Potato Tots Fruit Milk	25 Vegetarian Fajitas Refried Beans Chips 100% Fruit Juice & Fruit Milk	26 Orange Tofu Steamed Broccoli & Rice Fruit Milk	27 Cheese Enchiladas Steamed Corn 100% Fruit Juice & Fruit Milk
30 Memorial Day No School	31 BBQ Tofu Bites Crinkle Cut French Fries Whole Grain Bun Sunflower Seeds Fruit Milk	1 June	2	3
MENU SUBJECT TO CHANGE WITHOUT NOTICE Lunch includes one entrée, vegetable, 1/2 cup fruit serving, and fat free white milk or 1% white milk. This institution is an equal opportunity provider. 				

R3-25-16

Sample Menus – Cold Sandwich / Sack Lunch

				
Sandwich & Sack Lunch Menu 9-12				
March 2016				
Monday	Tuesday	Wednesday	Thursday	Friday
29 February Turkey & Provolone Cheese Croissant Sandwich Cold Sweet Corn w/ Tajin 100% Fruit Juice & Fruit Milk	1 March Deli Chicken & Cheddar Cheese Torta Cucumber Slices w/ Tajin Fruit Milk	2 Turkey & Swiss Cheese Bagel Sandwich Edamame Beans w/ Ranch 100% Fruit Juice & Fruit Milk	3 Turkey & Hummus Pita Sandwich Baby Carrots w/ Ranch Fruit Milk	4 Chicken & Provolone Cheese Submarine Sandwich Fruitables Juice Fruit Milk
7 Turkey & American Cheese Bagel Sandwich Fruitables Fruit Milk	8 Turkey & Hummus Pita Sandwich Cold Sweet Corn w/ Tajin Fruit Milk	9 Provolone Cheese & Turkey Croissant Sandwich Edamame Beans w/ Ranch 100% Fruit Juice & Fruit Milk	10 Deli Chicken & Monterey Jack Cheese Torta Baby Carrots w/ Ranch Fruit Milk	11 Turkey & Swiss Cheese Sandwich Cucumber w/ Ranch 100% Fruit Juice & Fruit Milk
14 Turkey & American Cheese Bagel Sandwich Baby Carrots w/ Ranch 100% Fruit Juice & Fruit Milk	15 Turkey & Swiss Cheese Sandwich Cucumber Slices w/ Tajin Fruit Milk	16 Provolone Cheese & Turkey Croissant Sandwich Edamame Beans w/ Ranch 100% Fruit Juice & Fruit Milk	17 Turkey & Hummus Pita Sandwich Cold Sweet Corn w/ Tajin Fruit Milk	18 Deli Chicken & Monterey Jack Cheese Torta Celery w/ Ranch Apple Sauce & Fruit Milk
21 Turkey & Swiss Cheese Sandwich Cold Sweet Corn w/ Tajin 100% Fruit Juice & Fruit Milk	22 Deli Chicken & Monterey Jack Cheese Torta Edamame Beans w/ Ranch Fruit Milk	23 Turkey & American Cheese Bagel Sandwich Celery w/ Ranch 100% Fruit Juice & Fruit Milk	24 Provolone Cheese & Turkey Croissant Sandwich Fruitables Fruit Milk	25 Turkey & Hummus Pita Sandwich Baby Carrots w/ Ranch 100% Fruit Juice & Fruit Milk
28 Turkey & American Cheese Bagel Sandwich Cold Sweet Corn w/ Tajin 100% Fruit Juice & Fruit Milk	29 Turkey & Hummus Pita Sandwich Celery w/ Ranch Fruit Milk	30 Turkey & Swiss Cheese Sandwich Edamame w/ Ranch 100% Fruit Juice & Fruit Milk	31 Provolone Cheese & Turkey Croissant Sandwich Baby Carrots w/ Ranch Fruit Milk	1 April Deli Chicken & Monterey Jack Cheese Torta Cucumber Slices w/ Tajin 100% Fruit Juice & Fruit Milk
MENU SUBJECT TO CHANGE WITHOUT NOTICE Lunch includes one entrée, vegetable, 1/2 cup fruit serving, and fat free white milk or 1% white milk. This institution is an equal opportunity provider.				
				

R02-01-16

Sandwich & Sack Lunch Menu 9-12

April 2016



Monday	Tuesday	Wednesday	Thursday	Friday
28 March Turkey & American Cheese Bagel Sandwich Cold Sweet Corn w/ Tajin 100% Fruit Juice & Fruit Milk	29 Turkey & Hummus Pita Sandwich Celery w/ Ranch Fruit Milk	30 Turkey & Swiss Cheese Sandwich Edamame w/ Ranch 100% Fruit Juice & Fruit Milk	31 Provolone Cheese & Turkey Croissant Sandwich Baby Carrots w/ Ranch Fruit Milk	1 April Deli Chicken & Monterey Jack Cheese Torta Cucumber Slices w/ Tajin 100% Fruit Juice & Fruit Milk
4 Deli Chicken & Cheddar Cheese Torta Cold Sweet Corn w/ Tajin 100% Fruit Juice & Fruit Milk	5 Turkey & Provolone Italian Sandwich Celery w/ Ranch Fruit Milk	6 Cranberry Chicken Salad Sandwich Edamame Beans w/ Ranch 100% Fruit Juice & Fruit Milk	7 Chicken & Provolone Submarine Sandwich Baby Carrots w/ Ranch Fruit Milk	8 Turkey & Swiss Cheese Croissant Sandwich Cucumber Slices w/ Tajin 100% Fruit Juice & Fruit Milk
11 Deli Chicken & Cheddar Cheese Torta Edamame Beans w/ Ranch 100% Fruit Juice & Fruit Milk	12 Chicken & Provolone Submarine Sandwich Cucumber Slices w/ Tajin Fruit Milk	13 Turkey & Swiss Cheese Croissant Sandwich Cold Sweet Corn w/ Tajin 100% Fruit Juice & Fruit Milk	14 Cranberry Chicken Salad Sandwich Baby Carrots w/ Ranch Fruit Milk	15 Turkey & Provolone Italian Sandwich Fruitables Juice Fruit Milk
18 Turkey & Provolone Italian Sandwich Fruitables Juice 100% Fruit Juice & Fruit Milk	19 Turkey & Swiss Cheese Croissant Sandwich Baby Carrots w/ Ranch Fruit Milk	20 Deli Chicken & Cheddar Cheese Torta Edamame Beans w/ Ranch 100% Fruit Juice & Fruit Milk	21 Chicken & Provolone Submarine Sandwich Cucumber w/ Tajin Fruit Milk	22 Cranberry Chicken Salad Sandwich Cold Sweet Corn w/ Tajin 100% Fruit Juice & Fruit Milk
25 Chicken & Provolone Submarine Sandwich Baby Tomatoes w/ Ranch 100% Fruit Juice & Fruit Milk	26 Turkey & Swiss Cheese Croissant Sandwich Cold Sweet Corn w/ Tajin Fruit Milk	27 Cranberry Chicken Salad Sandwich Edamame Beans w/ Ranch 100% Fruit Juice & Fruit Milk	28 Deli Chicken & Cheddar Cheese Torta Baby Carrots w/ Ranch Fruit Milk	29 Turkey & Provolone Italian Sandwich Cucumber Slices w/ Tajin 100% Fruit Juice & Fruit Milk



R2-16-16

MENU SUBJECT TO CHANGE WITHOUT NOTICE

Lunch includes one entrée, vegetable, 1/2 cup fruit serving, and fat free white milk or 1% white milk. This institution is an equal opportunity provider.

Sandwich & Sack Lunch Menu 9-12

May 2016



Monday	Tuesday	Wednesday	Thursday	Friday
2 Turkey & Provolone Cheese Croissant Sandwich Cold Sweet Corn w/ Tajin 100% Fruit Juice & Fruit Milk	3 Turkey Pastrami & Cheese Sandwich Baby Carrots w/ Ranch Fruit Milk	4 Chicken & Provolone Cheese Submarine Sandwich Edamame Beans w/ Ranch 100% Fruit Juice & Fruit Milk	5 Turkey & Swiss Cheese Bagel Sandwich Cucumber Slices w/ Tajin Fruit Milk	6 Deli Chicken & Cheddar Cheese Torta Fruitables Juice Apple Sauce & Fruit Milk
9 Hawaiian Chicken & Pineapple Sandwich Cold Sweet Corn w/ Tajin 100% Fruit Juice & Fruit Milk	10 Cranberry Chicken Salad Croissant Sandwich Fruitables Juice Fruit Milk	11 Build Your Own Mexican Chicken Salad Tostadas Edamame Beans w/ Ranch 100% Fruit Juice & Fruit Milk	12 Turkey & Provolone Cheese Croissant Sandwich Baby Carrots w/ Ranch Fruit Milk	13 Turkey Pastrami & Cheese Sandwich Cucumber Slices w/ Ranch 100% Fruit Juice & Fruit Milk
16 Chicken & Provolone Cheese Submarine Sandwich Cold Sweet Corn w/ Tajin 100% Fruit Juice & Fruit Milk	17 Turkey & Swiss Cheese Bagel Sandwich Fruitables Fruit Milk	18 Deli Chicken & Cheddar Cheese Torta Edamame Beans w/ Ranch 100% Fruit Juice & Fruit Milk	19 Hawaiian Chicken & Pineapple Sandwich Baby Carrots and Ranch Fruit Milk	20 Cranberry Chicken Salad Croissant Sandwich Cucumber w/ Ranch 100% Fruit Juice & Fruit Milk
23 Build Your Own Mexican Chicken Salad Tostadas Cold Sweet Corn and Tajin 100% Fruit Juice & Fruit Milk	24 Turkey & Provolone Cheese Croissant Sandwich Cucumber Slices w/ Tajin Fruit Milk	25 Turkey Pastrami & Cheese Sandwich Edamame Beans w/ Ranch 100% Fruit Juice & Fruit Milk	26 Chicken & Provolone Cheese Submarine Sandwich Fruitables Fruit Milk	27 Turkey & Swiss Cheese Bagel Sandwich Baby Carrots w/ Ranch 100% Fruit Juice & Fruit Milk
30 Memorial Day No School	31 Deli Chicken & Cheddar Cheese Torta Cucumber Slices w/ Tajin Fruit Milk	1 June	2	3



MENU SUBJECT TO CHANGE WITHOUT NOTICE

Lunch includes one entrée, vegetable, 1/2 cup fruit serving, and fat free white milk or 1% white milk. This institution is an equal opportunity provider.

RS 25-16

Service Commitments & Operational Requirements

Daily Delivery Time

Better 4 You Meals does not initially establish a set delivery time for breakfast and lunch meals. With each school that we support, the school informs us of information such as:

- School bell schedule
- School meal service start and end time
- 60 Minute window for desired delivery time of each meal
- Time that earliest staff member is on campus

Once the information above is received, B4YM adds the school to a local delivery route with the target of delivering each meal within the requested 60-minute window set by the school. In the current 2015-16 school year, B4YM currently possesses a 98% daily delivery window success rate.

Contingency Plans for Delivery Exceptions

In currently serving over 250 school sites, B4YM has encountered many different types of situations that may impact the daily delivery of meals. Below are a few scenarios which B4YM has encountered and the steps taken to resolve each matter.

1. B4YM cannot deliver due to truck failure on road: In the event that the B4YM delivery truck is unable to complete its delivery in the event of engine failure or a car accident, B4YM has two immediate resolutions in place.
 - a. Time permitting, we have additional trucks and licensed drivers on hand and can dispatch a truck to pick up the meals and complete the route
 - b. When it is not feasible to dispatch another vehicle in time to complete the deliveries, B4YM has many local vendor partners in place such as Pick Up Stix, Dominos Pizza, Pizza Hut, and Little Caesar's Pizza that can quickly deliver food when needed. Although it may not constitute a complete and reimbursable meal, it is of the utmost priority to assure that students are provided with a meal.
 - c. In the case of either of the options below, if a meal is significantly late or unable to meet NSLP or SBP guidelines, then the school is not charged for that day's service.
2. Delivery cannot be completed due to unforeseen circumstance such as weather, power outage, or school site lock down:
 - a. In the event that school is still in session but meal delivery cannot be completed due to a situation outside the control of either the school or B4YM, then all possible solutions to still provide food to the school will be evaluated. B4YM will remain in contact with school site for information and direction.
 - b. If the delivery exception is temporary, B4YM will continue its route with the expectation of returning to the school at the quickest time possible.
 - c. In cases such as listed above, charges for the specific meals will be evaluated on a case by case basis.

- d. B4YM does work with schools to help assure there is shelf stable food housed at the school in the case of short term emergencies like lock downs.

Site Equipment Needs

B4YM can provide either manner of heating and meal storage service that the school may wish. Most charter schools in Southern California elect for the “Ready to Eat” service model in which hot and cold meals are delivered each day at proper holding and serving temperature in proper insulated equipment. In this service model there is no equipment for the school to buy, store, clean, or maintain. All equipment used in the daily delivery is picked up and returned to B4YM each day for sanitation.

Schools that elect for the “Ready to Heat” model require refrigeration and heating units. Should MSA-2 elect this model, B4YM Operations Staff will visit the school site for a space, set-up, and electrical assessment. If it’s decided that the school can sustain such model, B4YM can arrange for the procurement of equipment on the school’s behalf through one of the many vendors that B4YM has pre-established discounted pricing with. The school can then elect to be billed for the equipment over the course of the year through a small increase in daily meal costs or can be billed for the full amount of the equipment directly. If the school wishes to procure the equipment on its own, B4YM Operations Staff can provide recommendations of equipment best suited to meet the daily meal needs of the school and also assist the school in evaluating any solicited bids.

Protocols for the Preparation, Acceptance, and Refusal of Meals

Preparation, Delivery, & Service of Meals

- a. Better 4 You Meals will prepare meals at a site that maintains all appropriate state and local health permits and certifications for our facilities, and will maintain all permits and certifications at all times. Better 4 You Meals will notify Magnolia Public Schools within 72 hours should any change in current permit or certifications occur.
- b. Magnolia Public Schools shall have all state or local certifications as needed for each of their schools sites and shall maintain certification for the duration of this agreement.
- c. Better 4 You Meals shall assure that each meal provided to Magnolia Public Schools under this Agreement meets the minimum requirements for reimbursable meals that meet the Public Law 111-296, the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). The Vendor must follow the single Food-Based Menu Planning (FBMP) meal patterns as described in 7 CFR §210.10 for NSLP and §220.8 for SBP. The meal shall include the following components; fruits, vegetables, grains, meat/meat alternates, and milk. The Vendor shall meet grade level caloric, saturated fat, sodium and trans fat requirements.
- d. Better 4 You Meals shall make deliveries of meals within the hours and on the days listed on the attached Better 4 You Meals School Information Sheet. Better 4 You Meals will deliver meals in equipment such as ice chests and insulated food grade delivery containers. This equipment is the property of Better 4 You Meals and solely for use of transporting meal items. Equipment should not be moved from the eating areas or used for other storage. Equipment must be

returned daily. If equipment is moved, Magnolia Public Schools is responsible for moving it back to the eating area before end of service so that it can be picked up by Better 4 You Meals delivery staff.

- e. Magnolia Public Schools will be responsible for monitoring, recording, and charging (if applicable) of all students that receive a meal. Better 4 You Meals will not accept any cash payments for daily meals nor will keep records of specific pupils who receive a meal. Additional recordkeeping terms are delineated below in Section 5.
- f. Magnolia Public Schools shall ensure that a Magnolia Public Schools representative is available at each delivery site, for the entirety of the specified delivery window, on each specified delivery day to receive, inspect, and sign for the requested number of meals. This individual will verify the temperature, quality, and quantity of each meal delivery. Magnolia Public Schools assures Better 4 You Meals that this individual will be trained and knowledgeable in the record keeping and meal requirements of the SBP/NSLP/CACFP and with local health and safety codes.
- g. In the vent of spoiled, or unwholesome food, Magnolia Public Schools shall notify B4YM immediately upon delivery or immediately upon noticing food unable to be served. If B4YM is unable to provide suitable alternative meals within the same serving time as established by the school, Magnolia Public Schools shall make no payment for meals that, in their determination, are spoiled or unwholesome at the time of delivery, do not meet detailed food component specifications as developed by for the meal pattern, or do not otherwise meet the requirements of the service agreement.

Menu Ordering

By the 10th of each month, B4YM releases an electronic file of our menu for the subsequent month. B4YM asks each school to submit their orders via our online ordering system by the 15th of each month.

The ordering system is quick to process and easy to learn. An average schools spends about 15-20 minutes each month submitting their orders for the subsequent month.

Schools are allowed to make changes to their orders up to 3 school days before the actual day of service.

Whenever there are issues with submitting an order, B4YM provided on-call assistance from 7:30am – 5:00pm Mon-Fri.

Invoicing

B4YM provides each school with their monthly invoice by the 5th of each month, and payment terms are Net 30.

Additional Documents

Student Engagement & Participation for All

Better 4 You Meals is so much more than just your everyday lunch provider. We know that fun activities, special events, and on-site food preparation can help engage your scholars at a much greater level.

BBQs at Your School

B4YM can bring out the BBQ team to your school and prep an amazing and NSLP reimbursable lunch right in front of your students. B4YM team members can tow our state of the art BBQ trailer directly to your school, or if space is a challenge, we can bring one of our mobile BBQs. Schools enjoy our BBQs for special events like jog-a-thons, grade promotions, testing completion, and many other activities. If parents or community guests are going to be attending your special events, schools can order meals for those guests as well at a minimal cost.



Catering for Staff and Parent Special Events

Oftentimes schools host meetings and events such as Professional Development Training, Parent Appreciation Nights, Recognition Breakfasts, Board Meetings, and much more. Searching for a caterer that can provide an enjoyable and affordable meal for your events can be difficult and time consuming when you factor all your normal day-to-day duties. B4YM helps to take the burden off of your staff by serving as a one-stop shop for catering support.

We have provided special event meal services for groups as small as 10 and as large as 1,500. Along with the meals we are able to prepare in our 50,000 square foot kitchen facility, we have a large number of catering partnerships that allow us the opportunity to create many different varieties of menus at an affordable and often below market cost.



Ticket 2 Wellness

Ticket 2 Wellness is B4YM's daily game to get students excited about participating in the school meal program. At the start of each month, schools are given posters announcing the T2W prize for the month. Each day, a winning ticket is taped the bottom of a meal. One lucky student will receive a ticket each day entering them into the drawing for the monthly prize. Students can receive more than one ticket per month and the more often they participate in the meal program, the greater their chances of entering the drawing. Announcing and then placing "winning" tickets under random school meals resulted in many schools increasing overall participation by over 7%.



Winning students were then allowed to select their teacher that "Makes Everyday Better" and recognize them for their daily efforts. Semi annual awards are also given out with lucky students winning bikes and teachers winning travel gift certificates.

B4YM encourages a focus on health and wellness by providing prizes that boost student physical activity and fun. Past prizes have included bicycles, jump ropes, soccer balls, Frisbees, free dress days, and gift cards. Selected teacher prizes include plaques, gift cards, and travel vouchers.

Field Trips & Learning Opportunities

We are very proud of our kitchen and distribution facility. Schools that have attended our recent Open Houses have expressed a desire to bring their students to our facility so they can see first hand how their food is stored, prepared, packaged, and distributed to their schools.



Daily work at B4YM is a great opportunity to engage students on health, nutrition, math, engineering, technology, safety, science, and much more. We encourage you to visit your current vendor's facility and compare it to the first rate food-only center that we operate in. Our facility shares space with major food companies like Challenge Butter, Otis Spunkmeyer Cookies, and Alta Dena Dairy.

Therapeutic Meals

Very few meal vendors meet the unique and often challenging needs of those students who require therapeutic meals. Working with our in-house nutritionist, we create a menu plan that will be enjoyable and hopefully increase the variety of tailored offerings available to your students with the need for therapeutic meals.



Name Brand Partnerships

B4YM is committed to being a life-long learner of food services. We know we must consistently create new menu items, recipes, and improved methods of service to keep your students actively engaged in the meal program. A significant part of our drive is to stay fresh and innovative by seeking new and unique meal offerings.

Pick Up Stix



B4YM is currently the only vendor with a direct partnership with Pick Up Stix to serve Southern California charter schools. Based on Pick Up Stix's wildly popular NSLP compliant meals, B4YM is the first licensee approved to cook students in our own kitchen. In 2015-16, B4YM will have served over 125,000 Pick Up Stix meals and our schools increased their lunch order by an average of 15% on Pick Up Stix days.

Domino's Pizza Smart Slice

Better 4 You Meals currently is the only 3rd party meal vendor providing schools with Domino's Pizza for lunch and supper. Domino's Pizza has a NSLP compliant and reimbursable Smart Slice pizza that your students are sure to love. Compared with the standard Domino's pizza, the Smart Slice uses a whole grain crust, 1/3 less fat in the pepperoni, 1/3 less salt in the sauce, and cheese with just half the usual fat — all changes made to fit the new NSLP standards.



Pizza Hut A+ Pizza



Also joining the National School Lunch Program pizza party is Pizza Hut with their A+ Pizza. With a crust consisting of 18 grams of Whole Grain and 3 grams of fiber, Pizza Hut is working to help change the way school pizza is viewed. Featured A+ Pizzas also include toppings with 30% less fat and 55% less sodium. Pizza days at B4YM have become very popular and they can be the draw that excites your students too!

Ramona's Burritos

Making some of the freshest and tastiest burritos in Los Angeles since 1954, Ramona's Burritos is a family tradition and institution for many South Los Angeles and South Bay residents. In 2015, Better 4 You Meals partnered with Ramona's to create a line of preservative free, NSLP compliant burritos based on their widely popular existing burrito menu line.



Sample Breakfast Items Served

Below is a list of the wide array of products we serve throughout the school year. Every meal is served with 8 ounces of rBST-free non-fat or reduced fat milk. We are constantly evaluating our menu, testing new recipes, and sampling new products at schools. To better serve our students, we encourage schools to provide us feedback regularly and engage their parents and students on favorite healthy foods.

Sausage and Cheese Bagel
Green Chile & Potato Burrito
Cheese Tamale
Baked Chicken & Waffle Sandwich
Whole Wheat Coffee Cake
Apple Cinnamon Chewie Breakfast Bar
Whole Grain Pan Dulce
Whole Wheat Grilled Cheese Sandwich
Blueberry Pancake Sandwich
Breakfast Bean & Cheese Burrito
Bagel-Ful Fruit Bars
Egg & Sausage Burrito
Turkey Sausage & Cheese Croissant
Low Fat Yogurt
Reduced Sugar Frosted Mini-Wheats
Reduced Sugar Frosted Flakes
Whole Grain Cinnamon Roll

Whole Grain Mini Pancakes
Sweet Potato Cinnamon Square
Honey Nut Scooters Cereal
Whole Wheat Waffle
Blueberry/Apple Mini Loafs
Whole Wheat Pan Dulce
Whole Wheat Zucchini Bread
Whole Wheat Banana Bread
Toasty O's Cereal
Whole Grain Pancake
Whole Grain French Toast - Cinnamon Glaze
Whole Wheat Bagel with SunButter and Jelly
Whole Wheat Bean and Cheese Burrito
Whole Wheat Breakfast Pizza
Whole Wheat Blueberry Muffin
Proball and String Cheese
Whole Wheat Round - Oatmeal Raisin Flavor



Sample Lunch Items Served

Below is a list of the wide array of products we serve throughout the school year. Every meal is served with 8 ounces of rBST-free non-fat or reduced fat milk. We are constantly evaluating our menu, testing new recipes, and sampling new products at schools. To better serve our students, we encourage schools to provide us feedback regularly and engage their parents and students on favorite healthy foods.

Diced Pollo Bowl w/ Beans & Mexican Brown Rice
Ground Turkey & Cheese Lasagna
Chicken Chile Verde
Pick Up Stix House Chicken & Veggies
Domino's Pizza School Smart Slice
Whole Wheat Cheese Pizza
Beef Hamburger w/ Lettuce, Tomato and Pickle
Beef & Cheese Nachos
Pizza Calzone
Bean & Cheese Burrito w/ Salsa
Green Chile & Cheese Pupusas
Chicken Fajitas & Beans
Baked Breaded Chicken Patty w/ Potato Wedges
Beef/Chicken & Bean Burritos
Chicken & Cheese Burrito
Chicken Fettuccini Alfredo
Chicken & Cheese Tamales
Chicken Teriyaki w/ Vegetables and Brown Rice
Sweet & Sour Chicken w/ Chow Mein Noodles
Pizza Hut A+ School Slice
Breaded Chicken Bites w/ Mashed Potatoes
Chicken Fajitas w/ Spanish Brown Rice
Beef & Bean Chili Bowl
Chicken Italian Sandwich

Diced Chicken Sopas
Beef & Vegetable Picadillo w/ Spanish Brown Rice
Cranberry Chicken Salad Sandwich
Ham/Turkey & Cheese Sandwich
Cajun Chicken Wrap
BBQ Riblet Sandwich
Chinese Chicken Salad
Parmesan Three Cheese Pasta
Penne Pasta w/ Meat Sauce
Philly Cheese Steak Sandwich
Cheese/Chicken Quesadilla
Rotini Pasta w/ Meat Sauce
Chicken Taquitos w/ Refried Beans
Spaghetti w/ Ground Turkey Marinara
Tuna Salad Sandwich
Turkey & Hummus Pita Sandwich
Hot Chicken Chipotle w/ Seasoned Brown Rice
Turkey Steak w/ Mashed Potatoes
Turkey/Beef Hot Dog
Macaroni & Cheese
Submarine Sandwich
Cilantro Chicken Sandwich
Cesar Salad Wrap
Hot Roast Beef Sandwich



USDA Commodities

Almost every week, a B4YM team member hears a school leader say, "I've heard about commodities, but what exactly are they and how do they work?" Helping schools understand how to participate in and utilize USDA Commodities, in their meal program, is something the team at B4YM takes great pride in.

What is the USDA Commodities Program?

Every year, with funding from the Federal Government, the USDA purchases 100% American grown foods from local farmers and growers. The USDA then makes those products available to community organizations and educational institutions at drastic discounts compared to the retail market.

USDA Commodities, also known as USDA Foods, currently account for 15%-20% of all food served to schools across the country. Until recently, only large school districts with significant storage capabilities participated in the Commodities Program because the purchases are so large. Based on your enrollment and lunches served the previous year, each of your schools will be issued an amount of eligible monetary credits to purchase USDA Commodities.

How Do Charters Participate & Take Advantage of USDA Commodities?

In 2011, charter school leaders throughout Southern California created a Co-Op and requested the State approve them as eligible to access USDA Commodities. The member schools in the Charter School Commodities Co-Op meet annually to decide what products they'd like purchased with their USDA credits.

There is no cost to join the Co-Op, so there is no up-front money needed from your school. Items are purchased on your behalf by the Co-Op and transported to your food vendor for proper storage. Your vendor then incorporates those foods into meals for your students. Your food vendor must be an approved processor of USDA Commodities and must be willing to use the commodities of your choosing. The Co-Op retains a small administrative fee for the processing and oversight to offset the costs involved in the program.



What Are the Fiscal Benefits of Using USDA Commodities?

The savings to charter schools that use commodities are huge! On average, a charter school in the Co-Op can receive enough credits to offset a significant amount of their daily lunch cost. Over an entire year, schools can reduce their total lunch costs by 6%-8%, which can be translated into your school saving about \$.20 per lunch per day.

Imagine you are a school of 500 students and serve 400 lunches per day. If you were participating in the USDA Commodities Charter School Co-Op you could be eligible to receive annual credits

totaling around \$14,500. Those credits would be taken right off of your food vendor's invoice which helps your school's monthly cash flow output. Could your school use an additional \$14,500 per year?

What Kinds of Foods Does B4YM Make with USDA Commodities?

B4YM has become an expert in utilizing the commodities chosen by the Co-Op and turning them into meals that are extremely popular with students. Products eligible to be purchased through USDA Commodities include:

- Grilled chicken fajitas strips
- Lean ground beef & turkey
- Sliced turkey
- Sliced chicken breast
- Hamburger patties
- Fresh produce
- Frozen vegetables
- Whole grain tortillas & pasta
- Brown rice
- Low sodium cheese

Popular meals that B4YM makes with commodities food are:

- Chicken Fajitas w/ Rice & Beans
- Cheeseburgers
- Turkey & Hummus Pitas
- Rotini with Marinara Meat Sauce
- Chipotle Chicken Sandwich
- Cranberry Chicken Sandwich
- Chicken Fettuccine Alfredo
- Chicken Quesadilla
- Turkey Submarine Sandwich
- Chicken Chile Verde & Beans
- BBQ Chicken Sandwich
- Chicken & Veggie Stir-fry

What Can Your School Do With Savings From USDA Foods?

Federal and State law requires that all NLSP related reimbursements go directly to support the meal program at the school. So if your school has significant cost savings from participating in the USDA Commodities Program, what can you spend those funds on? Some examples of allowable use of surplus meal funds are:

- Purchasing covered structures for the eating area
- New lunch benches
- Tables and chairs for eating area
- Serving carts for meal distribution
- Technology for operating the meal program (laptop, scanner, keypad)
- Insulated bags for food transporting
- Offsetting the cost of employees directly supporting the meal program



There are numerous ways to effectively use your surplus meal funds, but should you be unsure or question whether a purchase or use of funds is an allowable expense, we recommend that you contact the CDE for further clarification.

Commitment to Ensuring Healthy Food Options

Every day, the Better 4 You Meals team is working tirelessly to ensure that every meal we serve is tasty, fresh, healthy, and is in line with all requirements of the Healthy, Hunger-Free Kids Act and the Let's Move Initiative of the White House. While definitely stringent, the new standards and initiatives of the USDA have placed students on a path to a healthier and more food conscience future.

Better 4 You Meals dietitians and culinary professionals have been working to develop menu strategies and systems that will help your school meet the new standards efficiently and cost-effectively, while maintaining student participation in, and satisfaction with, their school meal programs.

- Our menus feature low and non-fat dairy options; lean protein choices; access to a wide variety of fruits and vegetables; assorted whole grain products; and 100 percent fruit juice.
- We continue to reduce added fats, sugar, and salt while promoting and expand the availability of breakfast.
- Our recipes are designed to meet the nutritional standards, but also to focus on student acceptability, so students will participate in a healthy school food service program.

Expanded Vegetable & Fruit Option

In line with the USDA's initiative to increase the variety of fruits and vegetables that is offered to students, Better 4 You Meals has employed strategies to increase your student satisfaction and consumption of fresh fruit and vegetables.



- Offering a Salad Bar with a variety of fresh vegetables and salsa
- Providing Low Sodium Tajin with fresh vegetables
- Providing schools with food service tools like the Sunkist Sectionizer for easy and safe fruit cutting at the school site
- Offering schools a cut fruit and premium fruit upgrade to expand the current fruit rotation

Whole Grain Foods

All breads, pasta, tortillas, baked goods, other grain based items that Better 4 You Meals serves are Whole Grain rich and meet all USDA NSLP requirements. Whole grains contain fiber, vitamins, minerals, and antioxidants. Fiber helps children feel full longer. Whole grains may reduce the risk of several chronic diseases including coronary heart disease, and may help maintain a healthy weight.

Decreasing Sodium in All Meals

Sodium, also known as salt, is often added to foods during processing, cooking, or at the table. While the body needs some sodium, almost everyone eats more than the body needs. Too much sodium plays a role in high blood pressure, which makes it harder for the heart to do its job. By offering lower sodium versions of popular menu items and recipes at the beginning of a school year, students' tastes can change. Adding less or no salt and using tasty sodium-free alternatives, such as herbs and spices, can help students learn to like foods with a less salty flavor. Our goal is that they will not even notice the difference!

Enjoyable & Culturally Relevant Meal Options

As the push to improve school meals grows, it's important to never lose focus that the student is the ultimate consumer of the meal. If the meal is not fresh, tasty, visually appealing, and overall enjoyable to your students, then the likelihood they will take and eat the meal decreases substantially. And those students who never take a meal or immediately throw it in the trash, the likelihood they go without food for the day or reach for the first junk food option in site rises very dramatically.



Better 4 You Meals seeks to find that allusive perfect balance of fresh, healthy, and tasty meals that speaks to the students and creates an enjoyable meal experience. Using meals that students recognize, associate good feelings with, and are interested in trying has been a significant factor in our rapid growth throughout Southern California.



We seek ways to replicate those meals that the students may have grown up with and that they love, but in a healthier version. This shows students that the extra salt, oil, fat, and grease is not needed to have a delicious meal.

Some meals that Better 4 You Meals has recreated into a healthier version and have proven to be very popular with students include:

- Baked breaded chicken nuggets
- Baked breaded orange chicken
- Baked sopas with refried beans and diced chicken breast
- Baked Pupusas with green chile and cheese
- Chicken and cheese tamales made without manteca (lard)
- Burritos in whole grain tortillas
- Whole grain rich croissants and bagels
- Whole grain breakfast coffee cake – reminiscent of the famous LAUSD coffee cake

Better 4 You Meals Daily Commitment

Better 4 You Meals has made the commitment to continue to reformulate our products to be free of ingredients you don't want and we are almost 100% there! Within the coming years, we will proudly be free of the following ingredients:

- | | |
|--------------------------------|---|
| • No Trans Fat | • No High Fructose Corn Syrup (HFCS) |
| • No MSG | • No Palm Oil and Partially Hydrogenated Oils |
| • No Artificial Coloring | • No Added Animal Fats |
| • No Artificial Flavoring | • No Artificial Fat- Olestra |
| • No Artificial Sweeteners | • No Caffeine |
| • No Starch Non-enriched Flour | |
| • No Bromated Flour | |



Food & Cost Waste Reduction Best Practices

Every charter school and school district faces the challenging scenario of reducing food and money waste in the meal program. Because of the potential for a school's meal program to incur costs above the total reimbursement amount and ultimately encroach on the school's general fund, Better 4 You Meals works closely with schools to ensure that they are utilizing best practices throughout the meal program.

Ordering

Better 4 You Meals has an easy to use ordering system that allows schools to order specifically those meals that they believe the students will be most interested in for that particular day. We allow increase or decrease changes up to 72 hours prior to the serving day to help schools ensure they are only ordering the amount they believe will be consumed.

Better 4 You Meals Meal Ordering Evaluation

Occasionally meals are ordered for students based on the assumptions or preferences of the school staff rather than student preferences. This can result in meal fatigue or dissatisfaction of the students due to repetitive meals or an abundance of one type of meal. To help alleviate this scenario, Better 4 You Meals Account Managers evaluate the meal orders for the subsequent month to look for possible trends, anomalies, errors, or repetitive orders. We then reach out to the schools to discuss our findings along with suggestions based on our experience in serving over 30,000 kids daily. Often times there may be a new item on the menu that has tested very favorably in our pilot & focus groups, but will not be ordered based on unfamiliarity. Better 4 You Meals staff will discuss and possibly sample those items with school staff so that they may become more aware and not default to the cold sandwich option for that day.

Better 4 You Meals Serving Staff

Using Better 4 You Meals serving staff in your meal program can be a very effective method in decreasing potential food and money waste. Serving staff are trained to monitor the student meal consumption trends, track unserved food, and communicate that information to the school and to us. Our schools can then use that information to adjust ordering for meals to be in line with exact amounts needed.

Offer vs Serve

Offer versus Serve (OVS) is a provision in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) that allows students to decline some of the food offered. The goals of OVS are to reduce food waste in the school meals programs while permitting students to decline foods they do not intend to eat. Some students may not go through the line because they feel wasteful being required to take every item, but if they are allowed to take what they actually want and will consume, then they are more likely to join the lunch line.

Service Style, Salad Bar, and Cut Fruit Options

Not every school prefers the same exact meal service model. Some schools want individually wrapped meals while other schools have found that a cafeteria (aka Family Style) serving model is better received by students and increases participation. Better 4 You Meals will work closely with your school staff to employ the style that your students prefer, while continually looking to augment that service. Schools can add fresh salad bars to their service, cut and premium fruit options, and special days like BBQ's, Pizza Day, and Pick Up Stix to increase satisfaction and daily participation.

Compliance & Training Assistance

At Better 4 You Meals, we understand the many daily demands faced by school leaders. From the day you open your doors, you are often the principal, the nurse, the receptionist, the IT tech, and now the State even expects you to be a food service expert. B4YM is confident we can take at least one of those items off of your plate. We believe your main focus should be on expanding the learning and engagement opportunities for you students.

For this reason, the B4YM team is committed to supporting your school with a wide range of food compliance services, allowing you the freedom to concentrate on what's most important, educating your students. Our team is fully versed in State and Federal food program mandates and will assist you with meeting all of the day-to-day compliance obligations.

B4YM can provide your school with:

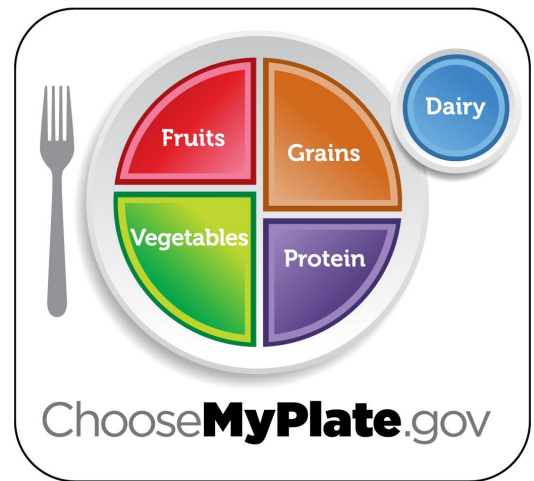
- Best practice operating procedures
- Nutritional analysis support using Nutrikids software
- Production and transportation records
- Therapeutic menus
- Analysis of your food program
- Waste management tools
- Hazard Analysis & Critical Control Points (HACCP)

We can also guide you through the process of:

- Administrative reviews (Audits)
- Enrollment in the USDA Commodities Co-Op for greater cost savings
- Health Inspections
- Developing a Wellness Policy
- Opportunities to participate in grant funding

Workshops that Better 4 You Meals provides include:

- Offer vs Serve Requirements & Best Practices
- Preparing for your Administrative Review
- Accessing CDE Equipment Grants for your school
- Marketing your meal program to parents & students
- Parent & student workshops on NSLP and Nutrition



A Day in the Life of a B4Y Student

It's 7am on a Monday at NextGen Charter Academy in Boyle Heights, and Johnny was just walked to school by his mom. Johnny is in Ms. Galvan's 3rd grade class and can't wait to present his mural on the Cahuilla Band of Mission Indians. But Johnny is a little hungry this morning so he's going to shoot over to the multipurpose room for breakfast.

NextGen charter has a universal breakfast program*, which means that breakfast is provided free of charge to ALL students, regardless of family income or qualification. There is no out of pocket cost to the school for those students that do not qualify for a free or reduced lunch, because the per meal surplus they receive for every breakfast that is reimbursed more than covers the cost of the total program.

Johnny instantly sees a couple of his friends in the multipurpose room, enjoying breakfast and he heads over to the serving table. Today is Johnny's favorite breakfast, a warm Blueberry Pancake Sandwich, a fresh piece fruit and cold milk. The bell doesn't ring until 7:30am so he has time to enjoy his breakfast and talk about how bad he's going to beat the other boys at tetherball.

It's approaching 11am and Johnny's stomach is rumbling. His stomach knows lunch is right around the corner. Better 4 You Meals has already delivered today's lunch and the serving team is ready for the lunch rush at 11:45am.

Once that lunch bell rings, Johnny and his classmates follow their teacher to the lunch entrance and quickly move through the line, picking up today's meal..... Whole wheat rotini pasta with diced chicken, marinara sauce, and parmesan cheese. Johnny grabs an orange, a juice box, and his favorite chocolate milk and he's off to the tables for Minecraft talk with his friends. Before leaving to go play, Johnny reminds the other boys that tomorrow is Pick-Up Stix day for lunch, teriyaki chicken with vegetables and brown rice!!!

Johnny's mom picks him up each day at 5pm, so he gets to participate in NextGen's afterschool homework and tutoring club. But like most 10-year old boys, lunch at 11:45am seems like it was days ago and he's ready for another bite. NextGen Charter offers a universal after school supper program, so every student that stays after school can grab a supper to be eaten at the school or taken home. Today's supper is a warm BBQ chicken sandwich, carrot chips, juice and milk. Most days of the week, the supper meals are delivered in insulated food carriers along with the daily lunch. On warm meal supper days, Better 4 You Meals coordinates a delivery right before the school days ends.

According to a 2013 report by No Kid Hungry, 73% of teachers surveyed responded that they "regularly instruct hungry students who don't have enough to eat at home." Hungry students often struggle to learn and retain new material, and often also have an increase in discipline problems. Thanks to the services and programs that NextGen Charter participates in, Johnny is never one of those students.

**For the majority of charter schools, free & reduced lunch qualification should equal at least 80% to achieve a zero loss operating budget.*

Meal Transportation and Holding – Procedures & Equipment

Meal Transportation Procedures:

Meals are transported in fully enclosed delivery trucks or vans, which are free of odors and maintained clean at all times. Our fleet is covered by a complete pest control system that is conducted by a professional pest management company which specifically works in the food production industry. The vehicles are maintained by a Preventative Maintenance Program that is organized to prevent cross-contamination.

Specific equipment used for meal transport:

The transportation equipment may include, but is not limited to: ice chests for beverages, industrial transport tubs for items at room temperature and Cambro units (hot boxes) of various sizes. These units are used with the addition of Cam Chillers, Cam Warmers, and Ice Blankets, depending on the meal item temperature.

Additional equipment can consist of:

- Cam-Dollies
- Cam-Chillers
- Beverage Caddies
- Harnessing Equipment
- Delivery Trucks with Safety Lift-Gates
- Load Baring Bracers
- Hand Truck



Sample Holding Procedures:

Meal temperature should be taken at time of delivery and recorded on the Transportation Record. They should then be monitored once every two hours until food is served to assure that hot food is held above 135°F and cold foods are held below 41°F. Temperature control does not apply to whole fruit or packaged shelf stable items.

When meals are waiting to be served, Cambros and Coolers must be kept at least 6 inches off the ground/floor on tables, crates, hand trucks or counters. They can also be left on their Cambro Dollies.

Evidence of Insurance

Proprietary

Client#: 1080394		BETTER4U																																									
ACORD		CERTIFICATE OF LIABILITY INSURANCE																																									
		DATE (MM/DD/YYYY) 1/11/2016																																									
THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER. IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).																																											
PRODUCER USI Southern California CL Lic # 0351162 21700 Oxnard Street, Suite 1200 Woodland Hills, CA 91367		CONTACT NAME: Leslie Martin PHONE (A/C, No, Ext): 818 251-3096 FAX (A/C, No): 610-362-8890 E-MAIL ADDRESS: Leslie.Martin@usi.biz																																									
INSURED Better 4 You Breakfast, Inc. 5743 Smithway Street, Suite 103 Los Angeles, CA 90040		INSURER(S) AFFORDING COVERAGE																																									
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		INSURER C : Zurich American Insurance Compa																																									
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DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required) Re: Loan #70061086-6001, 7001, 9001 Umpqua Bank is named as an Additional Insured per attached Commercial General Liability Broadening Endorsement form #421-2915 (12-14). Waiver of Subrogation applies to General Liability per attached form #421-2915 (12-14). 30 Day Notice of Cancellation applies (endorsement to follow) Additional Insured status is valid only if there is a written contract between the insured and the (See Attached Descriptions)																																											
CERTIFICATE HOLDER Umpqua Bank, ISAOA 16501 Ventura Blvd., Suite 515 Encino, CA 91436		CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE <i>Natalie Berend</i>																																									

Evidence of County Health Permit & Business License



COUNTY OF LOS ANGELES
Public Health

Jeffrey D. Gunzenhauser, M.D., M.P.H.
Jeffrey D. Gunzenhauser, M.D., M.P.H.
Interim Health Officer

PR Number: PR0156068
Program ID: SCHOOL LUNCH CATERER
Description: CATERER (2,000 + SQ. FT.)

Facility Owner - Mail Address
BETTER 4 YOU MEALS
c/o OSCAR VALENZUELA
5743 SMITHWAY ST STE 103
COMMERCE, CA 90040

THIS PERMIT MUST BE CONSPICUOUSLY DISPLAYED ON THE PREMISES

Public Health Permit
FY 2015/2016
Valid Until 6/30/2016



Facility Location
BETTER 4 YOU MEALS
5743 SMITHWAY ST STE 103
COMMERCE, CA 90040



SFC

BUSINESS LICENSE CERTIFICATE

The person, firm or corporation named below is granted this certificate pursuant to the provisions of the City Business Tax Ordinance to engage in, carry on or conduct the business, trade, calling, profession, exhibition or occupation described below. Issuance of certificate is not an endorsement, nor certification of compliance with other ordinances or laws, nor an assurance that the proposed use is in conformance with the city zoning regulations. This certificate is issued without verification that the taxpayer is subject to or exempt from licensing by the State of California.

BUSINESS NAME: Better 4 You Meals
BUSINESS LOCATION: 5743 SMITHWAY ST #103
COMMERCE, CA 90040-1548
BUSINESS OWNER: Fernando Castillo

BETTER 4 YOU MEALS
5743 SMITHWAY ST #103
COMMERCE, CA 90040-1548

CITY OF COMMERCE

DESCRIPTION: Provide School Meals By Storing, Reheating, Distributing, Assembling

Business License Number: 300136
Effective Date: January 01, 2016
Expiration Date: December 31, 2016

TO BE POSTED IN A CONSPICUOUS PLACE

NOT TRANSFERABLE

County Health Department Inspection Report



RETAIL FOOD OFFICIAL INSPECTION REPORT

COUNTY OF LOS ANGELES ♦ DEPARTMENT OF PUBLIC HEALTH
OFFICE: SPECIALIZED FOOD ♦ CHIEF: DENISE NOBORIO
5050 COMMERCE DR, BALDWIN PARK, CA 91706 - Phone: (626) 430-5421
WWW.PUBLICHEALTH.LACOUNTY.GOV/EH



Facility Name: BETTER 4 YOU MEALS		Inspection Date: 7/22/2015		Facility Status Score: 97 Grade: A
Owner/Permittee: OSCAR VALENZUELA BETTER 4 YOU MEALS		Re-inspection Date: N/A		
Facility Address: 5743 SMITHWAY ST 103	City/Zip: COMMERCE, CA 90040	Phone #: (661) 309-8113		
Email Address: OVALENZUELA@BETTER4YOUMEALS.COM		Corporate Email Address: NONE SPECIFIED		
EHS: LARRY REGALADO		Time In: 09:56 AM	Time Out: 11:07 AM	Grade A
EH Office Number: (626) 430-5421		Program Identifier: SCHOOL LUNCH CATERER		
Certified Food Protection Manager: OSCAR VALENZUELA		Service: ROUTINE INSPECTION		
Expiration Date: 04/09/2020		Result: CORRECTIVE ACTION / NO FOLLOW UP REQUIRED		
FA: FA0165889	PR: PR0156068	SR: N/A	PE: 1603	Action: NO FURTHER ACTION REQUIRED

✓ IN = In compliance ✓ N/A = Not applicable ✓ N/O = Not observed ✗ COS = Corrected on-site
 ⚠ Out = Items not in compliance ✗ MAJ = Major Violation ⚠ MIN = Minor Violation

CRITICAL RISK FACTORS The following pose a threat to public health and must be corrected immediately.						
EMPLOYEE HEALTH, HYGIENE & KNOWLEDGE				OUT		
	IN	N/A	N/O	COS	MAJ	MIN
1a. Demonstration of knowledge	✓					2
1b. Food safety certification	✓					2
2. Communicable disease; reporting, restrictions & exclusions	✓				4	
3. No discharge from eyes, nose and mouth	✓					2
4. Proper eating, drinking, or tobacco use	✓					2
PREVENT CONTAMINATION BY HANDS						
5. Hands clean and properly washed; proper glove use	✓				4	2
6. Adequate hand washing facilities; supplied and accessible	✓					2
TIME AND TEMPERATURE RELATIONSHIP						
7. Proper hot and cold holding temperatures	✓				4	2
8. Time as a public health control; procedures & records		✓			4	2
9. Proper cooling methods	✓				4	2
10. Proper cooking time and temperature		✓			4	
11. Proper reheating procedures for hot holding		✓			4	
PROTECTION FROM CONTAMINATION						
12. Returned and re-service of food		✓				2
13. Food in good condition, safe and unadulterated	✓				4	2
14. Food contact surface; clean and sanitized	✓				4	2
FOOD FROM APPROVED SOURCES						
15. Food obtained from approved source	✓				4	
16. Compliance with shell stock tags, condition, display		✓				2
17. Compliance with Gulf Oyster Regulations		✓				2
ADDITIONAL CRITICAL RISK FACTORS						
18. Compliance with variance, specialized process & HACCP		✓				2
19. Consumer advisory provided for raw/undercook food		✓				2
20. Licensed health care facilities/public & private schools: prohibited foods not offered		✓			4	2
21. Hot and cold water available	✓				4	2
22. Sewage and wastewater properly disposed	✓				4	2
23. No insect, rodent, birds or animals present	✓				4	2

GOOD RETAIL PRACTICES Preventive measures that can reduce food borne illness.	
SUPERVISION	
24. Person in charge present and performs duties	1
25. Personal cleanliness and hair restraints	1
GENERAL FOOD SAFETY REQUIREMENTS	
26. Approved thawing methods used, frozen food	1
27. Food separated and protected	1
28. Washing fruits and vegetables	1
29. Toxic substances properly identified, stored and used	1
FOOD STORAGE/DISPLAY/SERVICE	
30. Food storage; food storage containers identified	1
31. Consumer self service	1
32. Food properly labeled & honestly presented	1
EQUIPMENT/UTENSILS/LINENS	
33. Nonfood-contact surfaces clean	1
34. Warewash facilities: installed, maintained, used; test equipment	1
35. Equipment/utensils approved; installed; good repair; capacity	1
36. Equipment, utensils and linens: storage and use	1
37. Adequate ventilation and lighting; designated areas, use	1
38. Thermometers provided and accurate	1
39. Wiping cloths; properly used and stored	1
PHYSICAL FACILITIES	
40. Plumbing; fixtures, backflow devices, drainage	1
41. Garbage and refuse properly disposed; facilities maintained	1
42. Toilet facilities: properly constructed, supplied, cleaned	1
43. Premises; personal/cleaning items; vermin proofing	1
44. Floors, walls and ceiling: properly built, maintained and clean	1
45. No unapproved sleeping quarters	1
SIGNS/REQUIREMENTS	
46. Signs posted; last inspection report available	1
47. Permits available	1

COMPLIANCE & ENFORCEMENT	
48. Plan review	OUT
49. Samples Collection	OUT
50. Impoundment/VC&D	OUT
51. Permit Suspension	OUT



PIC/Owner Signature

LARRY REGALADO

EHS Signature

Help us serve you better by completing a short survey. Visit our website at www.publichealth.lacounty.gov/eh.

Certifications Regarding Lobbying

Certifications Regarding Lobbying, Debarment, Suspension, and Other Responsibility Matters

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 7 CFR, Part 3018, "New Restrictions on Lobbying," 7 CFR, Part 3017, "Government-wide Debarment and Suspension (Nonprocurement)" and 7 CFR, Part 3021, "Government-wide Requirements for Drug-Free Workplace (Grants)." The certification shall be treated as a material representation of fact upon which reliance will be placed when the SFA determines to award the covered transaction, grant, or cooperative agreement.

1. Lobbying

As required by Title 31, U.S. Code (U.S.C.) Section 1352, and implemented at 7 CFR, Part 3018, for a person entering into a grant or cooperative agreement over \$100,000, as defined at 7 CFR, Section 3018.105, the applicant certifies that:

- (a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;
- (b) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with these instructions; and
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.



Signature

5/23/16

Date

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31U.S.C.1352
(See next page for public burden disclosure)

Approved by OMB
No. 0348-0046

1. Type of Federal Action: a. Contract b. Grant c. Cooperative agreement d. Loan e. Loan guarantee f. Loan insurance N/A	2. Status of Federal Action: a. Bid/Offer/Application b. Initial Award c. Post-Award N/A	3. Report Type a. Initial filing b. Material change For Material Change Only: Year ____ Quarter ____ Date of last report ____ N/A					
4. Name and Address of Reporting Entity ☐ Prime ☐ Subawardee ☐ Tier, if known Congressional District, if known:	5. 5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, if known:						
6. Federal Department Agency	7. 7. Federal Program Name/Description: CFDA Number, if applicable:						
8. 8. Federal Action Number, if known:	9. Award Amount, if known						
10. A. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):	c. Individuals Performing Services (including address if different from 10A (last name, first name, MI)						
11. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi- annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	<table border="1"> <tr> <td> Signature:  </td> </tr> <tr> <td> Print Name: Steven Holguin </td> </tr> <tr> <td> Title: Vice President, Sales & Marketing </td> </tr> <tr> <td> Telephone Number: (323) 838-5555 </td> </tr> <tr> <td> Date: 5/23/16 </td> </tr> </table>		Signature: 	Print Name: Steven Holguin	Title: Vice President, Sales & Marketing	Telephone Number: (323) 838-5555	Date: 5/23/16
Signature: 							
Print Name: Steven Holguin							
Title: Vice President, Sales & Marketing							
Telephone Number: (323) 838-5555							
Date: 5/23/16							
FEDERAL USE ONLY		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)					

Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented at 7 CFR Part 3017, Section 3017.510, for prospective participants in primary covered transactions, as defined at 7 CFR Part 3017.200:

- A. The contractor certifies that it and its principals:
- a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or Local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or Local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
 - d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or Local) terminated for cause or default.
- B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

Better 4 You Meals
Contractor/Company Name

Magnolia Public Schools – MSA -2 Vended Meals
PR/Award Number or Project Name

Steven A. Holguin – Vice President of Sales & Marketing
Name and Title of of Authorized Representative



Signature

5/23/16

Date

Certificate of Independent Price Determination

Both the SFA and Meal Vendor shall execute this Certificate of Independent Price Determination

Better 4 You Meals
Name of Meal Vendor

Magnolia Public Schools – MSA -2
Name of School Food Authority

- A. By submission of this offer, the offeror (Meal Vendor) certifies and in the case of a joint offer, each party thereto certifies as to its own organization, that in connection with this procurement:
- The prices in this offer have been arrived at independently, without consultation, communication or agreement, for the purpose of restricting competition, as to any matter relating to such prices with any other offeror or with any competitor;
 - Unless otherwise required by law, the prices which have been quoted in this offer have not been knowingly disclosed by the offeror and will not knowingly be disclosed by the offeror prior to opening the case of an advertised procurement, directly or indirectly to any other offeror or to any competitor; and
 - No attempt has been made or will be made by the offeror to induce any person or firm to submit or not to submit, an offer for the purpose of restricting competition.
- B. Each person signing this offer on behalf of the offeror certifies that:
- He or she is the person in the offeror's organization responsible within the organization for the decision as to the prices being offered herein and has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above; or
 - He or she is not the person in the offeror's organization responsible within the organization for the decision as to the prices being offered herein, but that he or she has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated and will not participate, in any action contrary to (A)(1) through (A)(3) above, and as their agent does hereby so certify; and he or she has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above.

To the best of my knowledge, this vendor and its affiliates, subsidiaries, officers, directors and employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by state or federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, except as follows (provide detail):



Signature of Vendor's Authorized Representative

Vice President, Sales & Marketing

Title

5/23/2016

Date

In accepting this offer, the SFA certifies that no representative of the SFA has taken any action that may have jeopardized the independence of the offer referred to above

Signature of SFA's Authorized Representative

Title

Date

NOTE: Accepting a Respondent's offer does not constitute award of the contract.



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II E
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Oswaldo Diaz, Chief Financial Officer
RE:	Approval of MERF's 2014 and Magnolia Science Academy's 2010-2014 return of organization exempt from income tax

Proposed Board Recommendation

I move that the Board approves the Magnolia Educational and Research Foundation's 2014 return of organization exempt from income tax, and approval of Magnolia Science Academy's returns of organization exempt from income tax for the years ended 2010, 2011, 2012, 2013, and 2014.

Background

Form 990 is an annual information return required to be filed with the Internal Revenue Service (IRS) by most organizations exempt from income tax under section 501(a), and certain political organizations and nonexempt charitable trusts. Parts I through XII of the form must be completed by all filing organizations and require reporting on the organization's exempt and other activities, finances, governance, compliance with certain federal tax filings and requirements, and compensation paid to certain persons.

Budget Implications:

There are no budget implications.

Attachment:

Magnolia Educational Research Foundation 2014 return of organization exempt from income tax
Magnolia Science Academy 2010, 2011, 2012, 2013 & 2014 returns of organization exempt from income tax

Name of Staff Originator:

Oswaldo Diaz, Chief Financial Officer

Caution: Forms printed from within Adobe Acrobat products may not meet IRS or state taxing agency specifications. When using Acrobat 5.x products, uncheck the "Shrink oversized pages to paper size" and uncheck the "Expand small pages to paper size" options, in the Adobe "Print" dialog. When using Acrobat 6.x and later products versions, select "None" in the "Page Scaling" selection box in the Adobe "Print" dialog.

GOVERNMENT COPY

Form **8879-EO****IRS e-file Signature Authorization
for an Exempt Organization**

OMB No. 1545-1878

For calendar year 2014, or fiscal year beginning JUL 1, 2014, and ending JUN 30, 2015**2014**Department of the Treasury
Internal Revenue Service▶ **Do not send to the IRS. Keep for your records.**▶ **Information about Form 8879-EO and its instructions is at www.irs.gov/form8879eo.**

Name of exempt organization

**MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION**

Employer identification number

95-4649884

Name and title of officer

**OSWALDO DIAZ
CFO****Part I Type of Return and Return Information** (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a**, **2a**, **3a**, **4a**, or **5a**, below, and the amount on that line for the return being filed with this form was blank, then leave line **1b**, **2b**, **3b**, **4b**, or **5b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than 1 line in Part I.

1a Form 990 check here ▶ ☒	b Total revenue , if any (Form 990, Part VIII, column (A), line 12)	1b <u>34,357,458.</u>
2a Form 990-EZ check here ▶ ☐	b Total revenue , if any (Form 990-EZ, line 9)	2b _____
3a Form 1120-POL check here ▶ ☐	b Total tax (Form 1120-POL, line 22)	3b _____
4a Form 990-PF check here ▶ ☐	b Tax based on investment income (Form 990-PF, Part VI, line 5)	4b _____
5a Form 8868 check here ▶ ☐	b Balance Due (Form 8868, Part I, line 3c or Part II, line 8c)	5b _____

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2014 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

☒ I authorize VAVRINEK, TRINE, DAY & CO., LLP to enter my PIN 11111
 ERO firm name Enter five numbers, but do not enter all zeros

as my signature on the organization's tax year 2014 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

☐ As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2014 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ _____ Date ▶ _____

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

33565600050
do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2014 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ _____ Date ▶ _____

ERO Must Retain This Form - See Instructions
Do Not Submit This Form To the IRS Unless Requested To Do So

EXTENDED TO MAY 16, 2016

Form **990**Department of the Treasury
Internal Revenue Service**Return of Organization Exempt From Income Tax**
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

OMB No. 1545-0047

2014Open to Public
Inspection

Do not enter social security numbers on this form as it may be made public.

Information about Form 990 and its instructions is at www.irs.gov/form990.**A** For the 2014 calendar year, or tax year beginning **JUL 1, 2014** and ending **JUN 30, 2015****B** Check if applicable:

- ☒ Address change
☐ Name change
☐ Initial return
☐ Final return/terminated
☐ Amended return
☐ Application pending

C Name of organization
MAGNOLIA EDUCATIONAL AND RESEARCH FOUNDATION

Doing business as

Number and street (or P.O. box if mail is not delivered to street address) Room/suite
250 E FIRST ST 1500City or town, state or province, country, and ZIP or foreign postal code
LOS ANGELES, CA 90012**F** Name and address of principal officer: **OSWALDO DIAZ**
SAME AS C ABOVE**D** Employer identification number**95-4649884****E** Telephone number
213-628-3634**G** Gross receipts \$ **34,357,458.****H(a)** Is this a group return for subordinates? ☐ Yes ☒ No**H(b)** Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. (see instructions)**H(c)** Group exemption number**I** Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) () (insert no.) ☐ 4947(a)(1) or ☐ 527**J** Website: **N/A****K** Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other**L** Year of formation: **2005** **M** State of legal domicile: **CA****Part I Summary**

Activities & Governance	1	Briefly describe the organization's mission or most significant activities: MERF OPERATED ELEVEN MAGNOLIA SCIENCE ACADEMY (MSA) KINDERGARTEN THROUGH GRADE TWELVE CHARTER
	2	Check this box ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.
	3	Number of voting members of the governing body (Part VI, line 1a) 6
	4	Number of independent voting members of the governing body (Part VI, line 1b) 6
	5	Total number of individuals employed in calendar year 2014 (Part V, line 2a) 480
	6	Total number of volunteers (estimate if necessary) 100
	7a	Total unrelated business revenue from Part VIII, column (C), line 12 0.
7b	Net unrelated business taxable income from Form 990-T, line 34 0.	
Revenue	8	Contributions and grants (Part VIII, line 1h) 32,298,679.
	9	Program service revenue (Part VIII, line 2g) 0.
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d) 0.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e) 0.
	12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12) 32,298,679.
	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3) 0.
Expenses	14	Benefits paid to or for members (Part IX, column (A), line 4) 0.
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10) 16,896,729.
	16a	Professional fundraising fees (Part IX, column (A), line 11e) 0.
	b	Total fundraising expenses (Part IX, column (D), line 25) 0.
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e) 10,006,183.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25) 26,902,912.
Net Assets or Fund Balances	19	Revenue less expenses. Subtract line 18 from line 12 5,395,767.
	20	Total assets (Part X, line 16) 14,990,231.
	21	Total liabilities (Part X, line 26) 5,010,058.
	22	Net assets or fund balances. Subtract line 21 from line 20 9,980,173.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer		Date
	OSWALDO DIAZ, CFO		
Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date
	MATTHEW S. MILLER		
Paid Preparer Use Only	Firm's name	Firm's EIN	PTIN
	VAVRINEK, TRINE, DAY & CO., LLP	95-2648289	P01385220
Paid Preparer Use Only	Firm's address	Phone no.	
	10681 FOOTHILL BLVD SUITE 300 RANCHO CUCAMONGA, CA 91730	909-466-4410	

May the IRS discuss this return with the preparer shown above? (see instructions) ☒ Yes ☐ No

MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION

Form 990 (2014)

95-4649884 Page 2

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☒ **X**

1 Briefly describe the organization's mission:

MAGNOLIA EDUCATIONAL AND RESEARCH FOUNDATION PROVIDES COMMUNITY
SUPPORT IN EDUCATIONAL AREAS, INCLUDING BUT NOT LIMITED TO, OPERATING
PUBLIC CHARTER SCHOOLS WITH A MISSION TO PROVIDE COLLEGE PREPARATORY
EDUCATIONAL PROGRAM EMPHASIZING SCIENCE, TECHNOLOGY, ENGINEERING, AND

2 Did the organization undertake any significant program services during the year which were not listed on
the prior Form 990 or 990-EZ? ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses.
Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and
revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 24,546,342. including grants of \$) (Revenue \$)
MERF OPERATED ELEVEN MAGNOLIA SCIENCE ACADEMY (MSA) KINDERGARTEN
THROUGH GRADE TWELVE CHARTER SCHOOLS SERVING 3,790 STUDENTS THROUGHOUT
CALIFORNIA

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe in Schedule O.)

(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses **24,546,342.**

**MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION**

Form 990 (2014)

95-4649884 Page **3**

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>		X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>		X
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		

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Part IV Checklist of Required Schedules (continued)

	Yes	No
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>	21	X
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>	22	X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>	23	X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>	24a	X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b	
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c	
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d	
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>	25a	X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>	25b	X
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i>	26	X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>	27	X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>	28a	X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>	28b	X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>	28c	X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>	29	X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>	30	X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>	31	X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>	32	X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>	33	X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>	34	X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a	X
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>	35b	
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>	36	X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>	37	X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O	38	X

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Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

		Yes	No
1a Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1a 15		
b Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1b 0		
c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		1c X	
2a Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a 480		
b If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)		2b X	
3a Did the organization have unrelated business gross income of \$1,000 or more during the year?			3a X
b If "Yes," has it filed a Form 990-T for this year? If "No," to line 3b, provide an explanation in Schedule O			
4a At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?			4a X
b If "Yes," enter the name of the foreign country: See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?			5a X
b Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?			5b X
c If "Yes," to line 5a or 5b, did the organization file Form 8886-T?			
6a Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?			6a X
b If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?			
7 Organizations that may receive deductible contributions under section 170(c).			
a Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?			7a X
b If "Yes," did the organization notify the donor of the value of the goods or services provided?			
c Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?			7c X
d If "Yes," indicate the number of Forms 8282 filed during the year	7d		
e Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?			7e X
f Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?			7f X
g If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?			
h If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?			
8 Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?			
9 Sponsoring organizations maintaining donor advised funds.			
a Did the sponsoring organization make any taxable distributions under section 4966?			
b Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?			
10 Section 501(c)(7) organizations. Enter:			
a Initiation fees and capital contributions included on Part VIII, line 12	10a		
b Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b		
11 Section 501(c)(12) organizations. Enter:			
a Gross income from members or shareholders	11a		
b Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b		
12a Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?			
b If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b		
13 Section 501(c)(29) qualified nonprofit health insurance issuers.			
a Is the organization licensed to issue qualified health plans in more than one state? Note. See the instructions for additional information the organization must report on Schedule O.			
b Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b		
c Enter the amount of reserves on hand	13c		
14a Did the organization receive any payments for indoor tanning services during the tax year?			14a X
b If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O			

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Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI ☒ **X**

Section A. Governing Body and Management

			Yes	No
1a Enter the number of voting members of the governing body at the end of the tax year	1a	6		
If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.				
b Enter the number of voting members included in line 1a, above, who are independent	1b	6		
2 Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2			X
3 Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?	3			X
4 Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5 Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6 Did the organization have members or stockholders?	6			X
7a Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a			X
b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b			X
8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a The governing body?	8a		X	
b Each committee with authority to act on behalf of the governing body?	8b		X	
9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O	9			X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

			Yes	No
10a Did the organization have local chapters, branches, or affiliates?	10a			X
b If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b			
11a Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a		X	
b Describe in Schedule O the process, if any, used by the organization to review this Form 990.				
12a Did the organization have a written conflict of interest policy? If "No," go to line 13	12a		X	
b Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b		X	
c Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	12c		X	
13 Did the organization have a written whistleblower policy?	13		X	
14 Did the organization have a written document retention and destruction policy?	14		X	
15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?				
a The organization's CEO, Executive Director, or top management official	15a		X	
b Other officers or key employees of the organization	15b		X	
If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).				
16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a			X
b If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b			

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed **CA**

18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
☐ Own website ☐ Another's website ☒ Upon request ☐ Other (explain in Schedule O)

19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records: **OSWALDO DIAZ - 213-628-3634**
250 E FIRST ST, NO. 1500, LOS ANGELES, CA 90012

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.[illegible]

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Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Sub-total								145,416.	0.	26,425.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								145,416.	0.	26,425.

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **0**

	Yes	No
3 Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>	3	X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i>	4	X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>	5	X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
NONE		

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **0**

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Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	33,822,083.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	535,375.				
	g Noncash contributions included in lines 1a-1f: \$						
	h Total. Add lines 1a-1f			34,357,458.			
Program Service Revenue			Business Code				
	2 a						
	b						
	c						
	d						
	e						
	f All other program service revenue						
g Total. Add lines 2a-2f							
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)						
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
	6 a Gross rents	(i) Real	(ii) Personal				
		b Less: rental expenses					
		c Rental income or (loss)					
		d Net rental income or (loss)					
	7 a Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other				
		b Less: cost or other basis and sales expenses					
		c Gain or (loss)					
		d Net gain or (loss)					
	8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	a					
		b Less: direct expenses	b				
		c Net income or (loss) from fundraising events					
	9 a Gross income from gaming activities. See Part IV, line 19	a					
		b Less: direct expenses	b				
		c Net income or (loss) from gaming activities					
	10 a Gross sales of inventory, less returns and allowances	a					
		b Less: cost of goods sold	b				
		c Net income or (loss) from sales of inventory					
Miscellaneous Revenue			Business Code				
11 a							
	b						
	c						
	d All other revenue						
e Total. Add lines 11a-11d							
12 Total revenue. See instructions.			34,357,458.	0.	0.	0.	

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Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.				
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	138,750.	58,750.	80,000.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	15,441,098.	15,441,098.		
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits	2,859,473.	2,859,473.		
10 Payroll taxes	1,527,925.	1,527,925.		
11 Fees for services (non-employees):				
a Management				
b Legal	581,872.		581,872.	
c Accounting	786,772.		786,772.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	596,348.		596,348.	
12 Advertising and promotion	76,017.		76,017.	
13 Office expenses	11,023.		11,023.	
14 Information technology	115,553.		115,553.	
15 Royalties				
16 Occupancy	3,030,385.		3,030,385.	
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	19,095.		19,095.	
20 Interest	8,485.		8,485.	
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	286,341.		286,341.	
23 Insurance	198,694.		198,694.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a STUDENT SERVICES AND PR	2,190,954.	2,190,954.		
b STUDENT NUTRITION	1,182,504.	1,182,504.		
c BOOKS AND OTHER MATERIA	985,129.	985,129.		
d SUPPLIES	406,964.		406,964.	
e All other expenses	851,683.	300,509.	551,174.	
25 Total functional expenses. Add lines 1 through 24e	31,295,065.	24,546,342.	6,748,723.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here ☐ if following SOP 98-2 (ASC 958-720)

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Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	5,818,016.	1	11,171,536.
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net	150,000.	3	0.
	4 Accounts receivable, net	4,710,795.	4	4,170,911.
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges		9	29,854.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10,716,608.		
	b Less: accumulated depreciation	1,795,398.	10c	8,921,210.
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11	273,384.	15	237,410.
16 Total assets. Add lines 1 through 15 (must equal line 34)	14,990,231.	16	24,530,921.	
Liabilities	17 Accounts payable and accrued expenses	1,759,938.	17	2,569,245.
	18 Grants payable		18	
	19 Deferred revenue	329,021.	19	445,725.
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties	2,447,731.	24	8,507,430.
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	473,368.	25	0.
	26 Total liabilities. Add lines 17 through 25	5,010,058.	26	11,522,400.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here ☒ and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	7,939,475.	27	12,010,239.
	28 Temporarily restricted net assets	2,040,698.	28	998,282.
	29 Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117 (ASC 958), check here ☐ and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
	33 Total net assets or fund balances	9,980,173.	33	13,008,521.
	34 Total liabilities and net assets/fund balances	14,990,231.	34	24,530,921.

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Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	34,357,458.
2	Total expenses (must equal Part IX, column (A), line 25)	2	31,295,065.
3	Revenue less expenses. Subtract line 2 from line 1	3	3,062,393.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	9,980,173.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	-34,045.
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	13,008,521.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

		Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2a	X
b	Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2b	X
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	2c	X
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? _____	3a	X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits _____	3b	X

Form **990** (2014)

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support
Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
▶ Attach to Form 990 or Form 990-EZ.

OMB No. 1545-0047

2014

**Open to Public
Inspection**

▶ Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Name of the organization **MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION**

Employer identification number
95-4649884

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 ☐ A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E.)
- 3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: _____
- 5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 ☐ A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 ☒ An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 10 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 11 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box in lines 11a through 11d that describes the type of supporting organization and complete lines 11e, 11f, and 11g.
- a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
- b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
- c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
- d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
- e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations _____

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see Instructions)	(vi) Amount of other support (see Instructions)
			Yes	No		
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						

Section C. Computation of Public Support Percentage

14 Public support percentage for 2014 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2013 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2014. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		
b 33 1/3% support test - 2013. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		
17a 10% -facts-and-circumstances test - 2014. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		
b 10% -facts-and-circumstances test - 2013. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		

Schedule A (Form 990 or 990-EZ) 2014

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	20865544.	24631389.	30647486.	62487084.	34357458.	172988961
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5	20865544.	24631389.	30647486.	62487084.	34357458.	172988961
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						0.
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						0.
c Add lines 7a and 7b						0.
8 Public support. (Subtract line 7c from line 6.)						172988961

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
9 Amounts from line 6	20865544.	24631389.	30647486.	62487084.	34357458.	172988961
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)	20865544.	24631389.	30647486.	62487084.	34357458.	172988961

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2014 (line 8, column (f) divided by line 13, column (f))	15	100.00 %
16 Public support percentage from 2013 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2014 (line 10c, column (f) divided by line 13, column (f))	17	.00 %
18 Investment income percentage from 2013 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2014. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☒

b 33 1/3% support tests - 2013. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☐

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

Part IV Supporting Organizations

(Complete only if you checked a box on line 11 of Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No" describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes" and if you checked 11a or 11b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed, (ii) the reasons for each such action, (iii) the authority under the organization's organizing document authorizing such action, and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (a) its supported organizations; (b) individuals that are part of the charitable class benefited by one or more of its supported organizations; or (c) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in IRC 4958(c)(3)(C)), a family member of a substantial contributor, or a 35-percent controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9(a)) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9(a)) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of IRC 4943 because of IRC 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer (b) below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
11a		
b A family member of a person described in (a) above?		
11b		
c A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI .		
11c		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
1		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		
2		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		
1		

Section D. Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (1) a written notice describing the type and amount of support provided during the prior tax year, (2) a copy of the Form 990 that was most recently filed as of the date of notification, and (3) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
1		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
2		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		
3		

Section E. Type III Functionally-Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions):			
a ☐ The organization satisfied the Activities Test. Complete line 2 below.			
b ☐ The organization is the parent of each of its supported organizations. Complete line 3 below.			
c ☐ The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).			
2 Activities Test. Answer (a) and (b) below.			
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.	Yes	No	
2a			
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.			
2b			
3 Parent of Supported Organizations. Answer (a) and (b) below.			
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI .			
3a			
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.			
3b			

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1** ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970. **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1		
2 Recoveries of prior-year distributions	2		
3 Other gross income (see instructions)	3		
4 Add lines 1 through 3	4		
5 Depreciation and depletion	5		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7 Other expenses (see instructions)	7		
8 Adjusted Net Income (subtract lines 5, 6 and 7 from line 4)	8		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	1a		
b Average monthly cash balances	1b		
c Fair market value of other non-exempt-use assets	1c		
d Total (add lines 1a, 1b, and 1c)	1d		
e Discount claimed for blockage or other factors (explain in detail in Part VI):			
2 Acquisition indebtedness applicable to non-exempt-use assets	2		
3 Subtract line 2 from line 1d	3		
4 Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6 Multiply line 5 by .035	6		
7 Recoveries of prior-year distributions	7		
8 Minimum Asset Amount (add line 7 to line 6)	8		

Section C - Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, Column A)	1		
2 Enter 85% of line 1	2		
3 Minimum asset amount for prior year (from Section B, line 8, Column A)	3		
4 Enter greater of line 2 or line 3	4		
5 Income tax imposed in prior year	5		
6 Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6		
7 ☐ Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions).			

Schedule A (Form 990 or 990-EZ) 2014

MAGNOLIA EDUCATIONAL AND RESEARCH

Schedule A (Form 990 or 990-EZ) 2014 FOUNDATION

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Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions			Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes		
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity		
3	Administrative expenses paid to accomplish exempt purposes of supported organizations		
4	Amounts paid to acquire exempt-use assets		
5	Qualified set-aside amounts (prior IRS approval required)		
6	Other distributions (describe in Part VI). See instructions.		
7	Total annual distributions. Add lines 1 through 6.		
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.		
9	Distributable amount for 2014 from Section C, line 6		
10	Line 8 amount divided by Line 9 amount		

Section E - Distribution Allocations (see instructions)		(i) Excess Distributions	(ii) Underdistributions Pre-2014	(iii) Distributable Amount for 2014
1	Distributable amount for 2014 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2014 (reasonable cause required-see instructions)			
3	Excess distributions carryover, if any, to 2014:			
a				
b				
c				
d				
e	From 2013			
f	Total of lines 3a through e			
g	Applied to underdistributions of prior years			
h	Applied to 2014 distributable amount			
i	Carryover from 2009 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4	Distributions for 2014 from Section D, line 7: \$			
a	Applied to underdistributions of prior years			
b	Applied to 2014 distributable amount			
c	Remainder. Subtract lines 4a and 4b from 4.			
5	Remaining underdistributions for years prior to 2014, if any. Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions).			
6	Remaining underdistributions for 2014. Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions).			
7	Excess distributions carryover to 2015. Add lines 3j and 4c.			
8	Breakdown of line 7:			
a				
b				
c				
d	Excess from 2013			
e	Excess from 2014			

Schedule A (Form 990 or 990-EZ) 2014

Schedule A (Form 990 or 990-EZ) 2014 **FOUNDATION**

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; and Part III, line 12.

[illegible]

Schedule B(Form 990, 990-EZ,
or 990-PF)Department of the Treasury
Internal Revenue Service**Schedule of Contributors**

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Information about Schedule B (Form 990, 990-EZ, or 990-PF) and
its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2014

Name of the organization

MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION

Employer identification number

95-4649884

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

☒ 501(c)(3) (enter number) organization☐ 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation☐ 527 political organization

Form 990-PF

☐ 501(c)(3) exempt private foundation☐ 4947(a)(1) nonexempt charitable trust treated as a private foundation☐ 501(c)(3) taxable private foundationCheck if your organization is covered by the **General Rule** or a **Special Rule**.**Note.** Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.**General Rule**

- ☒ For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

- ☐ For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h, or (ii) Form 990-EZ, line 1. Complete Parts I and II.
- ☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.
- ☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Do not complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution. An organization that is not covered by the General Rule and/or the Special Rules does not file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it does not meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990, 990-EZ, or 990-PF. Schedule B (Form 990, 990-EZ, or 990-PF) (2014)

Name of organization
**MAGNOLIA EDUCATIONAL AND RESEARCH
 FOUNDATION**

Employer identification number

95-4649884**Part I Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	CALIFORNIA STATE DEPARTMENT OF EDUCATION 1430 N ST SACRAMENTO, CA 95814	\$ 33,822,083.	Person ☒ Payroll ☐ Noncash ☐ (Complete Part II for noncash contributions.)
		\$	Person ☐ Payroll ☐ Noncash ☐ (Complete Part II for noncash contributions.)
		\$	Person ☐ Payroll ☐ Noncash ☐ (Complete Part II for noncash contributions.)
		\$	Person ☐ Payroll ☐ Noncash ☐ (Complete Part II for noncash contributions.)
		\$	Person ☐ Payroll ☐ Noncash ☐ (Complete Part II for noncash contributions.)
		\$	Person ☐ Payroll ☐ Noncash ☐ (Complete Part II for noncash contributions.)
		\$	Person ☐ Payroll ☐ Noncash ☐ (Complete Part II for noncash contributions.)

Employer identification number

95-4649884

Part II

[illegible]

Name of organization

**MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION**

Employer identification number

95-4649884**Part III**

Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this info. once.) **\$** _____

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ **Complete if the organization answered "Yes" to Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.**
▶ **Attach to Form 990.**

OMB No. 1545-0047

2014

Open to Public Inspection

Name of the organization **MAGNOLIA EDUCATIONAL AND RESEARCH FOUNDATION**

Employer identification number
95-4649884

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?	☐ Yes	☐ No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?	☐ Yes	☐ No

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
☐ Preservation of land for public use (e.g., recreation or education) ☐ Preservation of a historically important land area
☐ Protection of natural habitat ☐ Preservation of a certified historic structure
☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶

4 Number of states where property subject to conservation easement is located ▶

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, and enforcing conservation easements during the year ▶

7 Amount of expenses incurred in monitoring, inspecting, and enforcing conservation easements during the year ▶ \$

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included in Form 990, Part VIII, line 1

(ii) Assets included in Form 990, Part X

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenue included in Form 990, Part VIII, line 1

b Assets included in Form 990, Part X

**MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION**

Schedule D (Form 990) 2014

95-4649884 Page **2**

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

- | | |
|---|---|
| a ☐ Public exhibition | d ☐ Loan or exchange programs |
| b ☐ Scholarly research | e ☐ Other _____ |
| c ☐ Preservation for future generations | |

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

	Amount
1c Beginning balance	
1d Additions during the year	
1e Distributions during the year	
1f Ending balance	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII ☐

Part V Endowment Funds. Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a** Board designated or quasi-endowment %
- b** Permanent endowment %
- c** Temporarily restricted endowment %

The percentages in lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

- (i)** unrelated organizations
- (ii)** related organizations

	Yes	No
3a(i)		
3a(ii)		
3b		

b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R? ☐

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		1,386,754.		1,386,754.
b Buildings		3,134,064.	286,341.	2,847,723.
c Leasehold improvements		402,722.	384,457.	18,265.
d Equipment				
e Other		5,793,068.	1,124,600.	4,668,468.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				8,921,210.

Schedule D (Form 990) 2014

**MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION**

Schedule D (Form 990) 2014

95-4649884 Page **3**

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ►		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ►		

Part IX Other Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ►	

Part X Other Liabilities.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value	
(1) Federal income taxes		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ►		

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII ☒

Schedule D (Form 990) 2014

**MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION**

Schedule D (Form 990) 2014

95-4649884 Page **4**

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" to Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements	1	34,357,458.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains (losses) on investments	2a	
b	Donated services and use of facilities	2b	
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIII.)	2d	
e	Add lines 2a through 2d	2e	0.
3	Subtract line 2e from line 1	3	34,357,458.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)	5	34,357,458.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" to Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements	1	31,295,065.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities	2a	
b	Prior year adjustments	2b	
c	Other losses	2c	
d	Other (Describe in Part XIII.)	2d	
e	Add lines 2a through 2d	2e	0.
3	Subtract line 2e from line 1	3	31,295,065.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)	5	31,295,065.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

MERF HAS ADOPTED FINANCIAL ACCOUNTING STANDARDS BOARD (FASB) ACCOUNTING STANDARDS CODIFICATION (ASC) TOPIC 740 THAT CLARIFIES THE ACCOUNTING FOR UNCERTAINTY IN TAX POSITIONS TAKEN OR EXPECTED TO BE TAKEN ON A TAX RETURN AND PROVIDES THAT THE TAX EFFECTS FROM AN UNCERTAIN TAX POSITION CAN BE RECOGNIZED IN THE CONSOLIDATED FINANCIAL STATEMENTS ONLY IF, BASED ON ITS MERITS, THE POSITION IS MORE LIKELY THAN NOT TO BE SUSTAINED ON AUDIT BY THE TAXING AUTHORITIES. MERF MANAGEMENT HAS DETERMINED THAT ALL INCOME TAX POSITIONS ARE MORE LIKELY THAN NOT OF BEING SUSTAINED UPON POTENTIAL AUDIT OR EXAMINATION; THEREFORE, NO DISCLOSURES OF UNCERTAIN INCOME TAX POSITIONS ARE REQUIRED.

[illegible]

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990

OMB No. 1545-0047

2014

Open to Public
Inspection

Name of the organization

**MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION**

Employer identification number
95-4649884

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

SCHOOLS SERVING 3,790 STUDENTS THROUGHOUT CALIFORNIA DEDICATED TO
INSPIRING STUDENTS TO CHOOSE CAREER PATHS IN SCIENCE, TECHNOLOGY,
ENGINEERING, AND MATH (STEM), WHILE PROVIDING A ROBUST, STANDARDS-BASED
EDUCATION PROGRAM WITHIN A SUPPORTIVE CULTURE OF EXCELLENCE.

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

MATH (STEM) IN A SAFE ENVIRONMENT THAT CULTIVATES RESPECT FOR SELF AND
OTHERS.

FORM 990, PART VI, SECTION B, LINE 11:

OFFICERS REVIEWED THE RETURN AND WILL SHARE WITH THE BOARD AT THE NEXT
REGULARLY SCHEDULED MEETING.

FORM 990, PART VI, SECTION B, LINE 12C:

ALL BOARD MEMBERS, EXECUTIVE STAFF AND PRINCIPALS ARE REQUIRED TO SUBMIT
REPORTS THAT DOCUMENT ANY POSSIBLE CONFLICTS OF INTEREST USING THE FORM 700
AS REQUIRED BY OUR OVERSIGHT AGENCY.

FORM 990, PART VI, SECTION B, LINE 15:

THE COMPENSATION COMMITTEE WHICH IS A SUBCOMMITTEE OF THE BOARD OF
DIRECTORS SETS THE COMPENSATION FOR THE TOP OFFICIALS. KEY EMPLOYEE
COMPENSATION IS SET BY THE CEO.

FORM 990, PART VI, SECTION C, LINE 18:

ALL TAX RETURNS ARE MAINTAINED AT THE CORPORATE OFFICE AND ARE

Name of the organization **MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION**Employer identification number
95-4649884**AVAILABLE UPON REQUEST.****FORM 990, PART VI, SECTION C, LINE 19:****ALL GOVERNING DOCUMENTS ARE MAINTAINED AT THE CORPORATE OFFICE AND ARE
AVAILABLE UPON REQUEST.**

Related Organizations and Unrelated Partnerships

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 33, 34, 35b, 36, or 37.
▶ Attach to Form 990.

▶ Information about Schedule R (Form 990) and its instructions is at www.irs.gov/form990.

Name of the organization **MAGNOLIA EDUCATIONAL AND RESEARCH FOUNDATION**

Employer identification number
95-4649884

2014

Open to Public
Inspection

Part I Identification of Disregarded Entities Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity

Part II Identification of Related Tax-Exempt Organizations Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No
MAGNOLIA PROPERTIES MANAGEMENT INC - 45-4683724, 250 E FIRST ST SUITE 1500, LOS ANGELES, CA 90012	PROPERTY HOLDING	CALIFORNIA	501(C)(3)	LINE 9			X

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule R (Form 990) 2014

Part III
Identification of Related Organizations Taxable as a Partnership Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related organizations treated as a partnership during the tax year.

[illegible]

Part IV
Identification of Related Organizations Taxable as a Corporation or Trust Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related organizations treated as a corporation or trust during the tax year.

[illegible]

MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION

Note. Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.		Yes	No
1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?			
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		1a	X
b Gift, grant, or capital contribution to related organization(s)		1b	X
c Gift, grant, or capital contribution from related organization(s)		1c	X
d Loans or loan guarantees to or for related organization(s)		1d	X
e Loans or loan guarantees by related organization(s)		1e	X
f Dividends from related organization(s)		1f	X
g Sale of assets to related organization(s)		1g	X
h Purchase of assets from related organization(s)		1h	X
i Exchange of assets with related organization(s)		1i	X
j Lease of facilities, equipment, or other assets to related organization(s)		1j	X
k Lease of facilities, equipment, or other assets from related organization(s)		1k	X
l Performance of services or membership or fundraising solicitations for related organization(s)		1l	X
m Performance of services or membership or fundraising solicitations by related organization(s)		1m	X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		1n	X
o Sharing of paid employees with related organization(s)		1o	X
p Reimbursement paid to related organization(s) for expenses		1p	X
q Reimbursement paid by related organization(s) for expenses		1q	X
r Other transfer of cash or property to related organization(s)		1r	X
s Other transfer of cash or property from related organization(s)		1s	X
2 If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.			

(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1) MAGNOLIA PROPERTIES MANAGEMENT	K	447,519	ACTUAL AMOUNT
(2)			
(3)			
(4)			
(5)			
(6)			

Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue)

[illegible]

Provide additional information for responses to questions on Schedule R (see instructions).

- If you are filing for an **Additional (Not Automatic) 3-Month Extension**, complete only **Part II** and check this box ☒ **X**

Note. Only complete Part II if you have already been granted an automatic 3-month extension on a previously filed Form 8868.

- If you are filing for an **Automatic 3-Month Extension**, complete only **Part I** (on page 1).

Part II Additional (Not Automatic) 3-Month Extension of Time. Only file the original (no copies needed).

Enter filer's identifying number, see instructions

Type or print File by the due date for filing your return. See instructions.	Name of exempt organization or other filer, see instructions. MAGNOLIA EDUCATIONAL AND RESEARCH FOUNDATION	Employer identification number (EIN) or 95-4649884
	Number, street, and room or suite no. If a P.O. box, see instructions. 250 E FIRST ST, NO. 1500	Social security number (SSN)
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. LOS ANGELES, CA 90012	

Enter the Return code for the return that this application is for (file a separate application for each return) **01**

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01		
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

STOP! Do not complete Part II if you were not already granted an automatic 3-month extension on a previously filed Form 8868.

OSWALDO DIAZ

- The books are in the care of **250 E FIRST ST, NO. 1500 - LOS ANGELES, CA 90012**

Telephone No. **213-628-3634**

Fax No. ☐

- If the organization does not have an office or place of business in the United States, check this box ☐

- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) ☐. If this is for the whole group, check this box ☐. If it is for part of the group, check this box ☐ and attach a list with the names and EINs of all members the extension is for.

- 4** I request an additional 3-month extension of time until **MAY 15, 2016**.
- 5** For calendar year **2014**, or other tax year beginning **JUL 1, 2014**, and ending **JUN 30, 2015**.
- 6** If the tax year entered in line 5 is for less than 12 months, check reason: ☐ Initial return ☐ Final return ☐ Change in accounting period

- 7** State in detail why you need the extension
ADDITIONAL ACCOUNTING INFORMATION IS REQUIRED IN ORDER TO COMPLETE AN ACCURATE RETURN

8a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	8a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit and any amount paid previously with Form 8868.	8b	\$	0.
c Balance due. Subtract line 8b from line 8a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	8c	\$	0.

Signature and Verification must be completed for Part II only.

Under penalties of perjury, I declare that I have examined this form, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete, and that I am authorized to prepare this form.

Signature ☐

Title **CFO**

Date ☐

Form **8868** (Rev. 1-2014)

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STATE COPY

2014

California Exempt Organization Annual Information Return

199

Calendar Year 2014 or fiscal year beginning (mm/dd/yyyy) 07/01/2014, and ending (mm/dd/yyyy) 06/30/2015.

Corporation/Organization Name MAGNOLIA EDUCATIONAL AND RESEARCH FOUNDATION		California corporation number 2017318	
Additional Information. See instructions.		FEIN 95-4649884	
Street address (suite or room) 250 E FIRST ST, NO. 1500		PMB no.	
City LOS ANGELES		State CA	ZIP code 90012
Foreign country name		Foreign province/state/county	
		Foreign postal code	

A First Return ☐ Yes ☒ No B Amended Return ☐ Yes ☒ No C IRC Section 4947(a)(1) trust ☐ Yes ☒ No D Final Information Return? • ☐ Dissolved • ☐ Surrendered (Withdrawn) • ☐ Merged/Reorganized Enter date: (mm/dd/yyyy) _____ E Check accounting method: (1) ☐ Cash (2) ☒ Accrual (3) ☐ Other F Federal return filed? (1) • ☐ 990T (2) • ☐ 990-PF (3) • ☐ Sch H (990) G Is this a group filing? See instructions. ☐ Yes ☒ No H Is this organization in a group exemption? ☐ Yes ☒ No If "Yes," what is the parent's name? _____ I Did the organization have any changes to its guidelines not reported to the FTB? See instructions. ☐ Yes ☒ No	J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions. ☐ Yes ☒ No K Is the organization exempt under R&TC Section 23701g? If "Yes," enter the gross receipts from nonmember sources \$ _____ • ☐ Yes ☒ No L If organization is exempt under R&TC Section 23701d and meets the filing fee exception, check box. No filing fee is required. ☐ M Is the organization a Limited Liability Company? ☐ Yes ☒ No N Did the organization file Form 100 or Form 109 to report taxable income? ☐ Yes ☒ No O Is the organization under audit by the IRS or has the IRS audited in a prior year? ☐ Yes ☒ No P Is an IRS Form 1023/1024 pending? ☐ Yes ☒ No Date filed with IRS _____
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Part I Complete Part I unless not required to file this form. See General Instructions B and C.

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8	1	00
	2	Gross dues and assessments from members and affiliates	2	00
	3	Gross contributions, gifts, grants, and similar amounts received STMT 1	3	34,357,458.00
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. This line must be completed. If the result is less than \$50,000, see General Instruction B	4	34,357,458.00
	5	Cost of goods sold	5	00
	6	Cost or other basis, and sales expenses of assets sold	6	00
	7	Total costs. Add line 5 and line 6	7	00
	8	Total gross income. Subtract line 7 from line 4	8	34,357,458.00
Expenses	9	Total expenses and disbursements. From Side 2, Part II, line 18	9	31,295,065.00
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8	10	3,062,393.00
Filing Fee	11	Filing fee \$10 or \$25. See General Instruction F	11	10.00
	12	Total payments	12	00
	13	Penalties and Interest. See General Instruction J	13	00
	14	Use tax. See General Instruction K	14	00
	15	Balance due. Add line 11, line 13, and line 14. Then subtract line 12 from the result	15	10.00

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer	Title CFO	Date	• Telephone
Paid Preparer's Use Only	Preparer's signature	Date	Check if self-employed ☐	• PTIN P01385220
	Firm's name (or yours, if self-employed) and address VAVRINEK, TRINE, DAY & CO., LLP 10681 FOOTHILL BLVD SUITE 300 RANCHO CUCAMONGA, CA 91730			• FEIN 95-2648289
				• Telephone 909-466-4410
	May the FTB discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No			

Part II Organizations with gross receipts of more than \$50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	•	1	00
	2	Interest	•	2	00
	3	Dividends	•	3	00
	4	Gross rents	•	4	00
	5	Gross royalties	•	5	00
	6	Gross amount received from sale of assets (See Instructions)	•	6	00
	7	Other income	•	7	00
	8	Total gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	•	8	00
	9	Contributions, gifts, grants, and similar amounts paid	•	9	00
	10	Disbursements to or for members	•	10	00
	11	Compensation of officers, directors, and trustees SEE STATEMENT 2	•	11	138,750. 00
	12	Other salaries and wages	•	12	15,441,098. 00
Expenses and Disbursements	13	Interest	•	13	8,485. 00
	14	Taxes	•	14	1,527,925. 00
	15	Rents	•	15	3,030,385. 00
	16	Depreciation and depletion (See instructions)	•	16	286,341. 00
	17	Other Expenses and Disbursements SEE STATEMENT 3	•	17	10,862,081. 00
	18	Total expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	•	18	31,295,065. 00

Schedule L Balance Sheets**Beginning of taxable year****End of taxable year**

Assets	(a)	(b)	(c)	(d)
1 Cash		5,818,016.		• 11,171,536.
2 Net accounts receivable		4,710,795.		• 4,170,911.
3 Net notes receivable				•
4 Inventories				•
5 Federal and state government obligations				•
6 Investments in other bonds				•
7 Investments in stock				•
8 Mortgage loans				•
9 Other investments				•
10 a Depreciable assets	5,568,391.		9,329,854.	
b Less accumulated depreciation	(1,530,355.)	4,038,036.	(1,795,398.)	7,534,456.
11 Land				• 1,386,754.
12 Other assets STMT 4		423,384.		• 267,264.
13 Total assets		14,990,231.		24,530,921.
Liabilities and net worth				
14 Accounts payable		1,759,938.		• 2,569,245.
15 Contributions, gifts, or grants payable				•
16 Bonds and notes payable				•
17 Mortgages payable				•
18 Other liabilities STMT 5		3,250,120.		8,953,155.
19 Capital stock or principal fund				•
20 Paid-in or capital surplus. Attach reconciliation				•
21 Retained earnings or income fund		9,980,173.		• 13,008,521.
22 Total liabilities and net worth		14,990,231.		24,530,921.

Schedule M-1 Reconciliation of income per books with income per return

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000.

1 Net income per books	• 3,062,393.	7 Income recorded on books this year not included in this return.	•
2 Federal income tax	•	8 Deductions in this return not charged against book income this year	•
3 Excess of capital losses over capital gains	•	9 Total. Add line 7 and line 8	
4 Income not recorded on books this year	•	10 Net income per return.	
5 Expenses recorded on books this year not deducted in this return	•	Subtract line 9 from line 6	3,062,393.
6 Total. Add line 1 through line 5	3,062,393.		

FORM 199	CASH CONTRIBUTIONS INCLUDED ON PART I, LINE 3	STATEMENT	1
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CONTRIBUTOR'S NAME	CONTRIBUTOR'S ADDRESS	DATE OF GIFT	AMOUNT
CALIFORNIA STATE DEPARTMENT OF EDUCATION	1430 N ST SACRAMENTO, CA 95814	07/01/14	33,822,083.
TOTAL INCLUDED ON LINE 3			33,822,083.

FORM 199	COMPENSATION OF OFFICERS, DIRECTORS AND TRUSTEES	STATEMENT	2
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NAME AND ADDRESS	TITLE AND AVERAGE HRS WORKED/WK	COMPENSATION
DR. UMIT YAPENEL 250 E FIRST ST, NO. 1500 LOS ANGELES, CA 90012	PRESIDENT 2.00	0.
NOEL RUSSELL-UNTERBERGER 250 E FIRST ST, NO. 1500 LOS ANGELES, CA 90012	TREASURER 2.00	0.
SAKEN SHERKHANOV 250 E FIRST ST, NO. 1500 LOS ANGELES, CA 90012	SECRETARY 2.00	0.
NGUYEN HUYNH 250 E FIRST ST, NO. 1500 LOS ANGELES, CA 90012	DIRECTOR 2.00	0.
DR. MUSTAFA KAYNAK 250 E FIRST ST, NO. 1500 LOS ANGELES, CA 90012	DIRECTOR 2.00	0.
DR. REMZI OTEN 250 E FIRST ST, NO. 1500 LOS ANGELES, CA 90012	DIRECTOR 2.00	0.
MICHELLE D HARVEY 250 E FIRST ST, NO. 1500 LOS ANGELES, CA 90012	CHIEF ACADEMIC OFFICER 40.00	0.

MAGNOLIA EDUCATIONAL AND RESEARCH FOUNDA		95-4649884
CAPRICE YOUNG 250 E FIRST ST, NO. 1500 LOS ANGELES, CA 90012	CEO 40.00	58,750.
OSWALDO DIAZ 250 E FIRST ST, NO. 1500 LOS ANGELES, CA 90012	CFO 40.00	80,000.
MURAT BIYIK 250 E FIRST ST, NO. 1500 LOS ANGELES, CA 90012	CHIEF OPERATIONS OFFICER I 40.00	0.
OMER GOKCE 250 E FIRST ST, NO. 1500 LOS ANGELES, CA 90012	CHIEF ADMINSTRATIVE OFFICE 40.00	0.
TOTAL TO FORM 199, PART II, LINE 11		138,750.

FORM 199	OTHER EXPENSES	STATEMENT	3
DESCRIPTION	AMOUNT		
STUDENT SERVICES AND PR	2,190,954.		
STUDENT NUTRITION	1,182,504.		
BOOKS AND OTHER MATERIA	985,129.		
SUPPLIES	406,964.		
OTHER EMPLOYEE BENEFITS	2,859,473.		
LEGAL FEES	581,872.		
ACCOUNTING FEES	786,772.		
OTHER PROFESSIONAL FEES	596,348.		
ADVERTISING AND PROMOTION	76,017.		
OFFICE EXPENSES	11,023.		
INFORMATION TECHNOLOGY	115,553.		
CONFERENCES AND CONVENTIONS	19,095.		
INSURANCE	198,694.		
ALL OTHER EXPENSES	851,683.		
TOTAL TO FORM 199, PART II, LINE 17	10,862,081.		

FORM 199	OTHER ASSETS	STATEMENT	4
DESCRIPTION	BEG. OF YEAR	END OF YEAR	
PLEDGES AND GRANTS RECEIVABLE	150,000.	0.	
PREPAID EXPENSES AND DEFERRED CHARGES	0.	29,854.	
OTHER ASSETS	273,384.	237,410.	
TOTAL TO FORM 199, SCHEDULE L, LINE 12	423,384.	267,264.	

FORM 199	OTHER LIABILITIES	STATEMENT	5
DESCRIPTION	BEG. OF YEAR	END OF YEAR	
ACCRUED PAYROLL	473,368.	0.	
DEFERRED REVENUE	329,021.	445,725.	
UNSECURED NOTES AND LOANS PAYABLE	2,447,731.	8,507,430.	
TOTAL TO FORM 199, SCHEDULE L, LINE 18	3,250,120.	8,953,155.	

FORM 199	FUND BALANCES	STATEMENT	6
DESCRIPTION	BEG. OF YEAR	END OF YEAR	
UNRESTRICTED ASSETS	7,939,475.	12,010,239.	
TEMPORARILY RESTRICTED ASSETS	2,040,698.	998,282.	
TOTAL TO FORM 199, SCHEDULE L, LINE 21	9,980,173.	13,008,521.	

2014

Corporation Depreciation and Amortization

3885

Attach to Form 100 or Form 100W.

FORM 199

FEIN 95-4649884

Corporation name

MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION

California corporation number

2017318

Part I Election To Expense Certain Property Under IRC Section 179

1	Maximum deduction under IRC Section 179 for California	1	\$25,000
2	Total cost of IRC Section 179 property placed in service	2	
3	Threshold cost of IRC Section 179 property before reduction in limitation	3	\$200,000
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5	Dollar limitation for taxable year. Subtract line 4 from line 1. If zero or less, enter -0-	5	
(a) Description of property		(b) Cost (business use only)	(c) Elected cost
6			
7	Listed property (elected IRC Section 179 cost)	7	
8	Total elected cost of IRC Section 179 property. Add amounts in column (c), line 6 and line 7	8	
9	Tentative deduction. Enter the smaller of line 5 or line 8	9	
10	Carryover of disallowed deduction from prior taxable years	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5	11	
12	IRC Section 179 expense deduction. Add line 9 and line 10, but do not enter more than line 11	12	
13	Carryover of disallowed deduction to 2015. Add line 9 and line 10, less line 12	13	

Part II Depreciation and Election of Additional First Year Expense Deduction Under R&TC Section 24356

(a) Description property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Depreciation allowed or allowable in earlier years	(e) Depreciation Method	(f) Life or rate	(g) Depreciation for this year	(h) Additional first year depreciation
14							
SEE STATEMENT	7	10,716,608.	1,509,057.				
15 Add the amounts in column (g) and column (h). The total of column (h) may not exceed \$2,000. See instructions for line 14, column (h)						15	286,341.

Part III Summary

16	Total: If the corporation is electing: IRC Section 179 expense, add the amount on line 12 and line 15, column (g); or Additional first year depreciation under R&TC Section 24356, add the amounts on line 15, columns (g) and (h), or Depreciation (if no election is made), enter the amount from line 15, column (g)	16	286,341.
17	Total depreciation claimed for federal purposes from federal Form 4562, line 22	17	286,341.
18	Depreciation adjustment. If line 17 is greater than line 16, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 17 is less than line 16, enter the difference here and on Form 100 or Form 100W, Side 1, line 12. (If California depreciation amounts are used to determine net income before state adjustments on Form 100 or Form 100W, no adjustment is necessary.)	18	0.

Part IV Amortization

(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Amortization allowed or allowable in earlier years	(e) R&TC section (see instructions)	(f) Period or percentage	(g) Amortization for this year	
19							
20	Total. Add the amounts in column (g)					20	
21	Total amortization claimed for federal purposes from federal Form 4562, line 44					21	
22	Amortization adjustment. If line 21 is greater than line 20, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 21 is less than line 20, enter the difference here and on Form 100 or Form 100W, Side 1, line 12					22	

CA 3885		DEPRECIATION				STATEMENT		7
ASSET NO./ DESCRIPTION	DATE IN SERVICE	COST OR BASIS	PRIOR DEPR	METHOD	LIFE	DEPRE- CIATION	BONUS	
1 LAND	06/30/14	1,386,754.		L		0.		
2 BUILDING IMPROVEMENTS	06/30/14	3,134,064.		SL	39.00	286,341.		
3 LEASEHOLD IMPROVEMENTS	01/01/10	402,722.	384,457.	SL	39.00	0.		
4 COMPUTER AND EQUIPMENT	01/01/10	1,962,040.	1124600.	SL	5.00	0.		
5 WORK IN PROGRESS	06/30/15	3,831,028.			.000	0.		
TOTAL DEPR TO FORM 3885		10,716,608.	1509057.			286,341.		

Voucher at bottom of page.

**DO NOT MAIL A PAPER COPY OF THE CORPORATE OR EXEMPT ORGANIZATION TAX RETURN
WITH THE PAYMENT VOUCHER.**

If the amount of payment is zero, do not mail this voucher.

WHERE TO FILE:

Using black or blue ink, make check or money order payable to the "Franchise Tax Board." Write the corporation number or FEIN and "2014 FTB 3586" on the check or money order. Detach voucher below. Enclose, but **do not** staple, payment with voucher and mail to:

**FRANCHISE TAX BOARD
PO BOX 942857
SACRAMENTO CA 94257-0531**

Make all checks or money orders payable in U.S. dollars and drawn against a U.S. financial institution.

WHEN TO FILE:

Fiscal Year - See instructions.

Calendar Year - File and Pay by March 16, 2015.

When the due date falls on a weekend or holiday, the deadline to file and pay without penalty is extended to the next business day.

ONLINE SERVICES:

Corporations can make payments online with Web Pay for Businesses. After a one-time online registration, corporations can make an immediate payment or schedule payments up to a year in advance. Go to **ftb.ca.gov** for more information.

439035
12-04-14

--- DETACH HERE --- IF NO PAYMENT IS DUE OR PAID ELECTRONICALLY, DO NOT MAIL THIS VOUCHER --- DETACH HERE ---

CAUTION: You may be required to pay electronically, see instructions.

TAXABLE YEAR **2014** **Payment Voucher for Corps and
Exempt Orgs e-filed Returns**

CALIFORNIA FORM
3586 (e-file)

2017318 MAGN 95-4649884 000000000000 14 FORM 3
TYB 07-01-2014 TYE 06-30-2015
MAGNOLIA EDUCATIONAL AND RESEARCH FOUNDATION

250 E FIRST ST NO 1500
LOS ANGELES CA 90012

(213) 628-3634

Total Payment Amt 10.

TAXABLE YEAR

2014**California e-file Return Authorization for
Exempt Organizations**

FORM

8453-EO

Exempt Organization name

**MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION**

Identifying number

95-4649884**Part I Electronic Return Information** (whole dollars only)

1	Total gross receipts (Form 199, line 4)	1	34,357,458.00
2	Total gross income (Form 199, line 8)	2	34,357,458.00
3	Total expenses and disbursements (Form 199, line 9)	3	31,295,065.00

Part II Settle Your Account Electronically for Taxable Year 2014

4	☐ Electronic funds withdrawal	4a	Amount	4b	Withdrawal date (mm/dd/yyyy)
----------	--	-----------	--------	-----------	------------------------------

Part III Banking Information (Have you verified the exempt organization's banking information?)

5	Routing number	
6	Account number	7 Type of account: ☐ Checking ☐ Savings

Part IV Declaration of Officer

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, Box 4, I authorize an electronic funds withdrawal for the amount listed on line 4a.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2014 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's fee liability, the exempt organization will remain liable for the fee liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider, the reason(s) for the delay.**

**Sign
Here**

Signature of Officer

Date

**CFO**

Title

Part V Declaration of Electronic Return Originator (ERO) and Paid Preparer.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB; I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2014 e-file Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO	ERO's- signature	Date	Check if also paid preparer ☐	Check if self- employed ☐	ERO's PTIN
Must Sign	Firm's name (or yours if self-employed) and address	VAVRINEK, TRINE, DAY & CO., LLP			FEIN 95-2648289
		10681 FOOTHILL BLVD SUITE 300			ZIP Code 91730
		RANCHO CUCAMONGA, CA			

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer	Paid preparer's signature	Date	Check if self- employed ☐	Paid preparer's PTIN
Must Sign	Firm's name (or yours if self-employed) and address	VAVRINEK, TRINE, DAY & CO., LLP	P01385220	
		10681 FOOTHILL BLVD SUITE 300	FEIN 95-2648289	
		RANCHO CUCAMONGA, CA	ZIP Code 91730	

MAIL TO:
Registry of Charitable Trusts
P.O. Box 903447
Sacramento, CA 94203-4470
Telephone: (916) 445-2021

WEB SITE ADDRESS:
<http://ag.ca.gov/charities/>

**ANNUAL
REGISTRATION RENEWAL FEE REPORT
TO ATTORNEY GENERAL OF CALIFORNIA**

Sections 12586 and 12587, California Government Code
11 Cal. Code Regs. sections 301-307, 311 and 312

Failure to submit this report annually no later than four months and fifteen days after the end of the organization's accounting period may result in the loss of tax exemption and the assessment of a minimum tax of \$800, plus interest, and/or fines or filing penalties as defined in Government Code section 12586.1. IRS extensions will be honored.

State Charity Registration Number: CT 108570

**MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION**

Name of Organization

250 E FIRST ST, NO. 1500

Address (Number and Street)

LOS ANGELES, CA 90012

City or Town, State and ZIP Code

Check if:

☒ Change of address

☐ Amended report

Corporate or Organization No. 2017318

Federal Employer I.D. No. 95-4649884

ANNUAL REGISTRATION RENEWAL FEE SCHEDULE (11 Cal. Code Regs. sections 301-307, 311 and 312)

Make Check Payable to Attorney General's Registry of Charitable Trusts

Gross Annual Revenue	Fee	Gross Annual Revenue	Fee	Gross Annual Revenue	Fee
Less than \$25,000	0	Between \$100,001 and \$250,000	\$50	Between \$1,000,001 and \$10 million	\$150
Between \$25,000 and \$100,000	\$25	Between \$250,001 and \$1 million	\$75	Between \$10,000,001 and \$50 million	\$225
				Greater than \$50 million	\$300

PART A - ACTIVITIES

For your most recent full accounting period (beginning 07/01/2014 ending 06/30/2015) list:
Gross annual revenue \$ 34,357,458. Total assets \$ 24,530,921.

PART B - STATEMENTS REGARDING ORGANIZATION DURING THE PERIOD OF THIS REPORT

Note: If you answer "yes" to any of the questions below, you must attach a separate sheet providing an explanation and details for each "yes" response. Please review RRF-1 instructions for information required.

	Yes	No
1. During this reporting period, were there any contracts, loans, leases or other financial transactions between the organization and any officer, director or trustee thereof either directly or with an entity in which any such officer, director or trustee had any financial interest?		X
2. During this reporting period, was there any theft, embezzlement, diversion or misuse of the organization's charitable property or funds?		X
3. During this reporting period, did non-program expenditures exceed 50% of gross revenues?		X
4. During this reporting period, were any organization funds used to pay any penalty, fine or judgment? If you filed a Form 4720 with the Internal Revenue Service, attach a copy.		X
5. During this reporting period, were the services of a commercial fundraiser or fundraising counsel for charitable purposes used? If "yes," provide an attachment listing the name, address, and telephone number of the service provider.		X
6. During this reporting period, did the organization receive any governmental funding? If so, provide an attachment listing the name of the agency, mailing address, contact person, and telephone number. SEE STATEMENT 8	X	
7. During this reporting period, did the organization hold a raffle for charitable purposes? If "yes," provide an attachment indicating the number of raffles and the date(s) they occurred.		X
8. Does the organization conduct a vehicle donation program? If "yes," provide an attachment indicating whether the program is operated by the charity or whether the organization contracts with a commercial fundraiser for charitable purposes.		X
9. Did your organization have prepared an audited financial statement in accordance with generally accepted accounting principles for this reporting period?	X	

Organization's area code and telephone number 213-628-3634

Organization's e-mail address _____

I declare under penalty of perjury that I have examined this report, including accompanying documents, and to the best of my knowledge and belief, it is true, correct and complete.

OSWALDO DIAZ

CFO

Signature of authorized officer

Printed Name

Title

Date

FORM RRF-1	INFORMATION REGARDING GOVERNMENT FUNDING	STATEMENT	8
	PART B, LINE 6		

CALIFORNIA DEPARTMENT OF EDUCATION
1430 N ST
SACRAMENTO, CA
STUDENT APPORTIONMENT INCOME

EXTENDED TO MAY 16, 2016

Form **990**Department of the Treasury
Internal Revenue Service**Return of Organization Exempt From Income Tax**
Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

OMB No. 1545-0047

2014Open to Public
Inspection

Do not enter social security numbers on this form as it may be made public.

Information about Form 990 and its instructions is at www.irs.gov/form990.**A** For the 2014 calendar year, or tax year beginning **JUL 1, 2014** and ending **JUN 30, 2015****B** Check if applicable:

- ☒ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/terminated
- ☐ Amended return
- ☐ Application pending

C Name of organization
MAGNOLIA EDUCATIONAL AND RESEARCH FOUNDATION

Doing business as

Number and street (or P.O. box if mail is not delivered to street address) Room/suite
250 E FIRST ST 1500City or town, state or province, country, and ZIP or foreign postal code
LOS ANGELES, CA 90012**F** Name and address of principal officer: **OSWALDO DIAZ**
SAME AS C ABOVE**D** Employer identification number**95-4649884****E** Telephone number
213-628-3634**G** Gross receipts \$ **34,357,458.****H(a)** Is this a group return for subordinates? ☐ Yes ☒ No**H(b)** Are all subordinates included? ☐ Yes ☐ No

If "No," attach a list. (see instructions)

H(c) Group exemption number**I** Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) () (insert no.) ☐ 4947(a)(1) or ☐ 527**J** Website: **N/A****K** Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other**L** Year of formation: **2005** **M** State of legal domicile: **CA****Part I Summary**

Activities & Governance	1	Briefly describe the organization's mission or most significant activities: MERF OPERATED ELEVEN MAGNOLIA SCIENCE ACADEMY (MSA) KINDERGARTEN THROUGH GRADE TWELVE CHARTER
	2	Check this box ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.
	3	Number of voting members of the governing body (Part VI, line 1a) 6
	4	Number of independent voting members of the governing body (Part VI, line 1b) 6
	5	Total number of individuals employed in calendar year 2014 (Part V, line 2a) 480
	6	Total number of volunteers (estimate if necessary) 100
	7a	Total unrelated business revenue from Part VIII, column (C), line 12 0.
7b	Net unrelated business taxable income from Form 990-T, line 34 0.	
Revenue	8	Contributions and grants (Part VIII, line 1h) 32,298,679.
	9	Program service revenue (Part VIII, line 2g) 0.
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d) 0.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e) 0.
	12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12) 32,298,679.
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3) 0.
	14	Benefits paid to or for members (Part IX, column (A), line 4) 0.
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10) 16,896,729.
	16a	Professional fundraising fees (Part IX, column (A), line 11e) 0.
	b	Total fundraising expenses (Part IX, column (D), line 25) 0.
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e) 10,006,183.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25) 26,902,912.
19	Revenue less expenses. Subtract line 18 from line 12 5,395,767.	
Net Assets or Fund Balances	20	Total assets (Part X, line 16) 14,990,231.
	21	Total liabilities (Part X, line 26) 5,010,058.
	22	Net assets or fund balances. Subtract line 21 from line 20 9,980,173.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer		Date		
	OSWALDO DIAZ, CFO		Type or print name and title		
Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date	Check if self-employed ☐	PTIN
	MATTHEW S. MILLER				P01385220
Firm's name	Firm's name		Firm's EIN		
	VAVRINEK, TRINE, DAY & CO., LLP		95-2648289		
Firm's address	Firm's address		Phone no.		
	10681 FOOTHILL BLVD SUITE 300 RANCHO CUCAMONGA, CA 91730		909-466-4410		

May the IRS discuss this return with the preparer shown above? (see instructions) ☒ Yes ☐ No

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Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☒ **X**

1 Briefly describe the organization's mission:

MAGNOLIA EDUCATIONAL AND RESEARCH FOUNDATION PROVIDES COMMUNITY
SUPPORT IN EDUCATIONAL AREAS, INCLUDING BUT NOT LIMITED TO, OPERATING
PUBLIC CHARTER SCHOOLS WITH A MISSION TO PROVIDE COLLEGE PREPARATORY
EDUCATIONAL PROGRAM EMPHASIZING SCIENCE, TECHNOLOGY, ENGINEERING, AND

2 Did the organization undertake any significant program services during the year which were not listed on
the prior Form 990 or 990-EZ? ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses.
Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and
revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 24,546,342. including grants of \$) (Revenue \$)
MERF OPERATED ELEVEN MAGNOLIA SCIENCE ACADEMY (MSA) KINDERGARTEN
THROUGH GRADE TWELVE CHARTER SCHOOLS SERVING 3,790 STUDENTS THROUGHOUT
CALIFORNIA

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe in Schedule O.)

(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses **24,546,342.**

**MAGNOLIA EDUCATIONAL AND RESEARCH
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Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	X	
b Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>		X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>		X
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		

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Part IV Checklist of Required Schedules (continued)

	Yes	No
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>	21	X
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>	22	X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>	23	X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>	24a	X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b	
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c	
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d	
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>	25a	X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>	25b	X
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i>	26	X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>	27	X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>	28a	X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>	28b	X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>	28c	X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>	29	X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>	30	X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>	31	X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>	32	X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>	33	X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>	34	X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a	X
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>	35b	
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>	36	X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>	37	X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O	38	X

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Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

		Yes	No
1a Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1a 15		
b Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1b 0		
c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		1c X	
2a Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a 480		
b If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)		2b X	
3a Did the organization have unrelated business gross income of \$1,000 or more during the year?			3a X
b If "Yes," has it filed a Form 990-T for this year? If "No," to line 3b, provide an explanation in Schedule O			
4a At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?			4a X
b If "Yes," enter the name of the foreign country: See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?			5a X
b Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?			5b X
c If "Yes," to line 5a or 5b, did the organization file Form 8886-T?			
6a Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?			6a X
b If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?			
7 Organizations that may receive deductible contributions under section 170(c).			
a Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?			7a X
b If "Yes," did the organization notify the donor of the value of the goods or services provided?			
c Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?			7c X
d If "Yes," indicate the number of Forms 8282 filed during the year	7d		
e Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?			7e X
f Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?			7f X
g If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?			
h If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?			
8 Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?			
9 Sponsoring organizations maintaining donor advised funds.			
a Did the sponsoring organization make any taxable distributions under section 4966?			
b Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?			
10 Section 501(c)(7) organizations. Enter:			
a Initiation fees and capital contributions included on Part VIII, line 12	10a		
b Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b		
11 Section 501(c)(12) organizations. Enter:			
a Gross income from members or shareholders	11a		
b Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b		
12a Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?			
b If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b		
13 Section 501(c)(29) qualified nonprofit health insurance issuers.			
a Is the organization licensed to issue qualified health plans in more than one state? Note. See the instructions for additional information the organization must report on Schedule O.			
b Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b		
c Enter the amount of reserves on hand	13c		
14a Did the organization receive any payments for indoor tanning services during the tax year?			14a X
b If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O			

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Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI ☒ **X**

Section A. Governing Body and Management

			Yes	No
1a Enter the number of voting members of the governing body at the end of the tax year	1a	6		
If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.				
b Enter the number of voting members included in line 1a, above, who are independent	1b	6		
2 Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2			X
3 Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?	3			X
4 Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5 Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6 Did the organization have members or stockholders?	6			X
7a Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a			X
b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b			X
8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a The governing body?	8a		X	
b Each committee with authority to act on behalf of the governing body?	8b		X	
9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O	9			X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

			Yes	No
10a Did the organization have local chapters, branches, or affiliates?	10a			X
b If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b			
11a Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a		X	
b Describe in Schedule O the process, if any, used by the organization to review this Form 990.				
12a Did the organization have a written conflict of interest policy? If "No," go to line 13	12a		X	
b Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b		X	
c Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	12c		X	
13 Did the organization have a written whistleblower policy?	13		X	
14 Did the organization have a written document retention and destruction policy?	14		X	
15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?				
a The organization's CEO, Executive Director, or top management official	15a		X	
b Other officers or key employees of the organization	15b		X	
If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).				
16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a			X
b If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b			

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed **CA**

18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
☐ Own website ☐ Another's website ☒ Upon request ☐ Other (explain in Schedule O)

19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records: **OSWALDO DIAZ - 213-628-3634**
250 E FIRST ST, NO. 1500, LOS ANGELES, CA 90012

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.[illegible]

**MAGNOLIA EDUCATIONAL AND RESEARCH
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Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Sub-total								145,416.	0.	26,425.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								145,416.	0.	26,425.

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization **0**

	Yes	No
3 Did the organization list any former officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If "Yes," complete Schedule J for such individual</i>	3	X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If "Yes," complete Schedule J for such individual</i>	4	X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If "Yes," complete Schedule J for such person</i>	5	X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
NONE		

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization **0**

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Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	33,822,083.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	535,375.				
	g Noncash contributions included in lines 1a-1f: \$						
	h Total. Add lines 1a-1f			34,357,458.			
Program Service Revenue	2 a _____ Business Code _____						
	b _____						
	c _____						
	d _____						
	e _____						
	f All other program service revenue						
	g Total. Add lines 2a-2f						
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)						
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
			(i) Real (ii) Personal				
	6 a Gross rents						
	b Less: rental expenses						
	c Rental income or (loss)						
	d Net rental income or (loss)						
			(i) Securities (ii) Other				
	7 a Gross amount from sales of assets other than inventory						
	b Less: cost or other basis and sales expenses						
	c Gain or (loss)						
	d Net gain or (loss)						
	8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18						
	b Less: direct expenses						
	c Net income or (loss) from fundraising events						
	9 a Gross income from gaming activities. See Part IV, line 19						
	b Less: direct expenses						
	c Net income or (loss) from gaming activities						
	10 a Gross sales of inventory, less returns and allowances						
b Less: cost of goods sold							
c Net income or (loss) from sales of inventory							
Miscellaneous Revenue Business Code _____							
11 a _____							
b _____							
c _____							
d All other revenue							
e Total. Add lines 11a-11d							
12 Total revenue. See instructions.			34,357,458.	0.	0.	0.	

**MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION**

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Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.				
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	138,750.	58,750.	80,000.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	15,441,098.	15,441,098.		
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits	2,859,473.	2,859,473.		
10 Payroll taxes	1,527,925.	1,527,925.		
11 Fees for services (non-employees):				
a Management				
b Legal	581,872.		581,872.	
c Accounting	786,772.		786,772.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	596,348.		596,348.	
12 Advertising and promotion	76,017.		76,017.	
13 Office expenses	11,023.		11,023.	
14 Information technology	115,553.		115,553.	
15 Royalties				
16 Occupancy	3,030,385.		3,030,385.	
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	19,095.		19,095.	
20 Interest	8,485.		8,485.	
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	286,341.		286,341.	
23 Insurance	198,694.		198,694.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a STUDENT SERVICES AND PR	2,190,954.	2,190,954.		
b STUDENT NUTRITION	1,182,504.	1,182,504.		
c BOOKS AND OTHER MATERIA	985,129.	985,129.		
d SUPPLIES	406,964.		406,964.	
e All other expenses	851,683.	300,509.	551,174.	
25 Total functional expenses. Add lines 1 through 24e	31,295,065.	24,546,342.	6,748,723.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here ☐ if following SOP 98-2 (ASC 958-720)

**MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION**

Form 990 (2014)

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Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	5,818,016.	1	11,171,536.
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net	150,000.	3	0.
	4 Accounts receivable, net	4,710,795.	4	4,170,911.
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges		9	29,854.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10,716,608.		
	b Less: accumulated depreciation	1,795,398.	10c	8,921,210.
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11	273,384.	15	237,410.
16 Total assets. Add lines 1 through 15 (must equal line 34)	14,990,231.	16	24,530,921.	
Liabilities	17 Accounts payable and accrued expenses	1,759,938.	17	2,569,245.
	18 Grants payable		18	
	19 Deferred revenue	329,021.	19	445,725.
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties	2,447,731.	24	8,507,430.
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	473,368.	25	0.
	26 Total liabilities. Add lines 17 through 25	5,010,058.	26	11,522,400.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here ☒ and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	7,939,475.	27	12,010,239.
	28 Temporarily restricted net assets	2,040,698.	28	998,282.
	29 Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117 (ASC 958), check here ☐ and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
	33 Total net assets or fund balances	9,980,173.	33	13,008,521.
	34 Total liabilities and net assets/fund balances	14,990,231.	34	24,530,921.

Form **990** (2014)

**MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION**

Form 990 (2014)

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Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	34,357,458.
2	Total expenses (must equal Part IX, column (A), line 25)	2	31,295,065.
3	Revenue less expenses. Subtract line 2 from line 1	3	3,062,393.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	9,980,173.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	-34,045.
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	13,008,521.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

		Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2a	X
b	Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2b	X
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	2c	X
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? _____	3a	X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits _____	3b	X

Form **990** (2014)

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support
Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
▶ Attach to Form 990 or Form 990-EZ.

OMB No. 1545-0047

2014

**Open to Public
Inspection**

▶ Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Name of the organization **MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION**

Employer identification number
95-4649884

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 ☐ A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E.)
- 3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: _____
- 5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 ☐ A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 ☒ An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 10 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 11 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box in lines 11a through 11d that describes the type of supporting organization and complete lines 11e, 11f, and 11g.
- a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
- b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
- c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
- d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
- e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
- f Enter the number of supported organizations: _____
- g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see Instructions)	(vi) Amount of other support (see Instructions)
			Yes	No		
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here ▶ ☐						

Section C. Computation of Public Support Percentage

14 Public support percentage for 2014 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2013 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2014. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization ▶ ☐		
b 33 1/3% support test - 2013. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization ▶ ☐		
17a 10% -facts-and-circumstances test - 2014. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ▶ ☐		
b 10% -facts-and-circumstances test - 2013. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ▶ ☐		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ▶ ☐		

Schedule A (Form 990 or 990-EZ) 2014

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	20865544.	24631389.	30647486.	62487084.	34357458.	172988961
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5	20865544.	24631389.	30647486.	62487084.	34357458.	172988961
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						0.
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						0.
c Add lines 7a and 7b						0.
8 Public support. (Subtract line 7c from line 6.)						172988961

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2010	(b) 2011	(c) 2012	(d) 2013	(e) 2014	(f) Total
9 Amounts from line 6	20865544.	24631389.	30647486.	62487084.	34357458.	172988961
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)	20865544.	24631389.	30647486.	62487084.	34357458.	172988961

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2014 (line 8, column (f) divided by line 13, column (f))	15	100.00 %
16 Public support percentage from 2013 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2014 (line 10c, column (f) divided by line 13, column (f))	17	.00 %
18 Investment income percentage from 2013 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2014. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☒

b 33 1/3% support tests - 2013. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☐

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

Part IV Supporting Organizations

(Complete only if you checked a box on line 11 of Part I. If you checked 11a of Part I, complete Sections A and B. If you checked 11b of Part I, complete Sections A and C. If you checked 11c of Part I, complete Sections A, D, and E. If you checked 11d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No" describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes" and if you checked 11a or 11b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed, (ii) the reasons for each such action, (iii) the authority under the organization's organizing document authorizing such action, and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (a) its supported organizations; (b) individuals that are part of the charitable class benefited by one or more of its supported organizations; or (c) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in IRC 4958(c)(3)(C)), a family member of a substantial contributor, or a 35-percent controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9(a)) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9(a)) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of IRC 4943 because of IRC 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer (b) below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
11a		
b A family member of a person described in (a) above?		
11b		
c A 35% controlled entity of a person described in (a) or (b) above? If "Yes" to a, b, or c, provide detail in Part VI .		
11c		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
1		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		
2		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		
1		

Section D. Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (1) a written notice describing the type and amount of support provided during the prior tax year, (2) a copy of the Form 990 that was most recently filed as of the date of notification, and (3) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
1		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
2		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		
3		

Section E. Type III Functionally-Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions):		
a ☐ The organization satisfied the Activities Test. Complete line 2 below.		
b ☐ The organization is the parent of each of its supported organizations. Complete line 3 below.		
c ☐ The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test. Answer (a) and (b) below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.	Yes	No
2a		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.		
2b		
3 Parent of Supported Organizations. Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in Part VI .		
3a		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.		
3b		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1** ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970. **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1		
2 Recoveries of prior-year distributions	2		
3 Other gross income (see instructions)	3		
4 Add lines 1 through 3	4		
5 Depreciation and depletion	5		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7 Other expenses (see instructions)	7		
8 Adjusted Net Income (subtract lines 5, 6 and 7 from line 4)	8		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	1a		
b Average monthly cash balances	1b		
c Fair market value of other non-exempt-use assets	1c		
d Total (add lines 1a, 1b, and 1c)	1d		
e Discount claimed for blockage or other factors (explain in detail in Part VI):			
2 Acquisition indebtedness applicable to non-exempt-use assets	2		
3 Subtract line 2 from line 1d	3		
4 Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6 Multiply line 5 by .035	6		
7 Recoveries of prior-year distributions	7		
8 Minimum Asset Amount (add line 7 to line 6)	8		

Section C - Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, Column A)	1		
2 Enter 85% of line 1	2		
3 Minimum asset amount for prior year (from Section B, line 8, Column A)	3		
4 Enter greater of line 2 or line 3	4		
5 Income tax imposed in prior year	5		
6 Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6		
7 ☐ Check here if the current year is the organization's first as a non-functionally-integrated Type III supporting organization (see instructions).			

Schedule A (Form 990 or 990-EZ) 2014

MAGNOLIA EDUCATIONAL AND RESEARCH

Schedule A (Form 990 or 990-EZ) 2014 FOUNDATION

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Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)**Section D - Distributions**

Current Year

1	Amounts paid to supported organizations to accomplish exempt purposes	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	
4	Amounts paid to acquire exempt-use assets	
5	Qualified set-aside amounts (prior IRS approval required)	
6	Other distributions (describe in Part VI). See instructions.	
7	Total annual distributions. Add lines 1 through 6.	
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9	Distributable amount for 2014 from Section C, line 6	
10	Line 8 amount divided by Line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2014	(iii) Distributable Amount for 2014
1 Distributable amount for 2014 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2014 (reasonable cause required-see instructions)			
3 Excess distributions carryover, if any, to 2014:			
a			
b			
c			
d			
e From 2013			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2014 distributable amount			
i Carryover from 2009 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2014 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2014 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2014, if any. Subtract lines 3g and 4a from line 2 (if amount greater than zero, see instructions).			
6 Remaining underdistributions for 2014. Subtract lines 3h and 4b from line 1 (if amount greater than zero, see instructions).			
7 Excess distributions carryover to 2015. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a			
b			
c			
d Excess from 2013			
e Excess from 2014			

Schedule A (Form 990 or 990-EZ) 2014

Schedule A (Form 990 or 990-EZ) 2014 **FOUNDATION**

Part VI Supplemental Information. Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; and Part III, line 12.

[illegible]

Schedule B(Form 990, 990-EZ,
or 990-PF)Department of the Treasury
Internal Revenue Service**Schedule of Contributors**

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Information about Schedule B (Form 990, 990-EZ, or 990-PF) and
its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2014

Name of the organization

MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION

Employer identification number

95-4649884

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

☒ 501(c)(3) (enter number) organization☐ 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation☐ 527 political organization

Form 990-PF

☐ 501(c)(3) exempt private foundation☐ 4947(a)(1) nonexempt charitable trust treated as a private foundation☐ 501(c)(3) taxable private foundationCheck if your organization is covered by the **General Rule** or a **Special Rule**.**Note.** Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.**General Rule**

- ☒ For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

- ☐ For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h, or (ii) Form 990-EZ, line 1. Complete Parts I and II.
- ☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.
- ☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Do not complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution. An organization that is not covered by the General Rule and/or the Special Rules does not file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it does not meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990, 990-EZ, or 990-PF. Schedule B (Form 990, 990-EZ, or 990-PF) (2014)

Name of organization
**MAGNOLIA EDUCATIONAL AND RESEARCH
 FOUNDATION**

Employer identification number

95-4649884**Part I Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	CALIFORNIA STATE DEPARTMENT OF EDUCATION 1430 N ST SACRAMENTO, CA 95814	\$ 33,822,083.	Person ☒ Payroll ☐ Noncash ☐ (Complete Part II for noncash contributions.)
		\$	Person ☐ Payroll ☐ Noncash ☐ (Complete Part II for noncash contributions.)
		\$	Person ☐ Payroll ☐ Noncash ☐ (Complete Part II for noncash contributions.)
		\$	Person ☐ Payroll ☐ Noncash ☐ (Complete Part II for noncash contributions.)
		\$	Person ☐ Payroll ☐ Noncash ☐ (Complete Part II for noncash contributions.)
		\$	Person ☐ Payroll ☐ Noncash ☐ (Complete Part II for noncash contributions.)
		\$	Person ☐ Payroll ☐ Noncash ☐ (Complete Part II for noncash contributions.)

Employer identification number

95-4649884

Part II

[illegible]

Name of organization

**MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION**

Employer identification number

95-4649884**Part III**

Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this info. once.) **\$** _____

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ **Complete if the organization answered "Yes" to Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.**
▶ **Attach to Form 990.**

OMB No. 1545-0047

2014

Open to Public Inspection

▶ **Information about Schedule D (Form 990) and its instructions is at www.irs.gov/form990.**

Name of the organization **MAGNOLIA EDUCATIONAL AND RESEARCH FOUNDATION**

Employer identification number
95-4649884

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?	☐ Yes	☐ No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?	☐ Yes	☐ No

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
☐ Preservation of land for public use (e.g., recreation or education) ☐ Preservation of a historically important land area
☐ Protection of natural habitat ☐ Preservation of a certified historic structure
☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included in (a)	2c
d Number of conservation easements included in (c) acquired after 8/17/06, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶

4 Number of states where property subject to conservation easement is located ▶

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

6 Staff and volunteer hours devoted to monitoring, inspecting, and enforcing conservation easements during the year ▶

7 Amount of expenses incurred in monitoring, inspecting, and enforcing conservation easements during the year ▶ \$

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIII, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116 (ASC 958), to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included in Form 990, Part VIII, line 1

(ii) Assets included in Form 990, Part X

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 (ASC 958) relating to these items:

a Revenue included in Form 990, Part VIII, line 1

b Assets included in Form 990, Part X

**MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION**

Schedule D (Form 990) 2014

95-4649884 Page **2**

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

- | | |
|---|---|
| a ☐ Public exhibition | d ☐ Loan or exchange programs |
| b ☐ Scholarly research | e ☐ Other _____ |
| c ☐ Preservation for future generations | |

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

	Amount
1c Beginning balance	
1d Additions during the year	
1e Distributions during the year	
1f Ending balance	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII ☐

Part V Endowment Funds. Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a** Board designated or quasi-endowment %
- b** Permanent endowment %
- c** Temporarily restricted endowment %

The percentages in lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

- (i)** unrelated organizations
- (ii)** related organizations

	Yes	No
3a(i)		
3a(ii)		
3b		

b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R? ☐

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land		1,386,754.		1,386,754.
b Buildings		3,134,064.	286,341.	2,847,723.
c Leasehold improvements		402,722.	384,457.	18,265.
d Equipment				
e Other		5,793,068.	1,124,600.	4,668,468.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				8,921,210.

Schedule D (Form 990) 2014

**MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION**

Schedule D (Form 990) 2014

95-4649884 Page **3**

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ►		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ►		

Part IX Other Assets.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ►	

Part X Other Liabilities.

Complete if the organization answered "Yes" to Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value	
(1) Federal income taxes		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ►		

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII ☒

Schedule D (Form 990) 2014

MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION

Schedule D (Form 990) 2014

95-4649884 Page 4

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" to Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements	1	34,357,458.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains (losses) on investments	2a	
b	Donated services and use of facilities	2b	
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIII.)	2d	
e	Add lines 2a through 2d	2e	0.
3	Subtract line 2e from line 1	3	34,357,458.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)	5	34,357,458.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" to Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements	1	31,295,065.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities	2a	
b	Prior year adjustments	2b	
c	Other losses	2c	
d	Other (Describe in Part XIII.)	2d	
e	Add lines 2a through 2d	2e	0.
3	Subtract line 2e from line 1	3	31,295,065.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)	5	31,295,065.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

MERF HAS ADOPTED FINANCIAL ACCOUNTING STANDARDS BOARD (FASB) ACCOUNTING STANDARDS CODIFICATION (ASC) TOPIC 740 THAT CLARIFIES THE ACCOUNTING FOR UNCERTAINTY IN TAX POSITIONS TAKEN OR EXPECTED TO BE TAKEN ON A TAX RETURN AND PROVIDES THAT THE TAX EFFECTS FROM AN UNCERTAIN TAX POSITION CAN BE RECOGNIZED IN THE CONSOLIDATED FINANCIAL STATEMENTS ONLY IF, BASED ON ITS MERITS, THE POSITION IS MORE LIKELY THAN NOT TO BE SUSTAINED ON AUDIT BY THE TAXING AUTHORITIES. MERF MANAGEMENT HAS DETERMINED THAT ALL INCOME TAX POSITIONS ARE MORE LIKELY THAN NOT OF BEING SUSTAINED UPON POTENTIAL AUDIT OR EXAMINATION; THEREFORE, NO DISCLOSURES OF UNCERTAIN INCOME TAX POSITIONS ARE REQUIRED.

[illegible]

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990

OMB No. 1545-0047

2014

Open to Public
Inspection

Name of the organization

**MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION**

Employer identification number
95-4649884

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

SCHOOLS SERVING 3,790 STUDENTS THROUGHOUT CALIFORNIA DEDICATED TO

INSPIRING STUDENTS TO CHOOSE CAREER PATHS IN SCIENCE, TECHNOLOGY,

ENGINEERING, AND MATH (STEM), WHILE PROVIDING A ROBUST, STANDARDS-BASED

EDUCATION PROGRAM WITHIN A SUPPORTIVE CULTURE OF EXCELLENCE.

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

MATH (STEM) IN A SAFE ENVIRONMENT THAT CULTIVATES RESPECT FOR SELF AND

OTHERS.

FORM 990, PART VI, SECTION B, LINE 11:

OFFICERS REVIEWED THE RETURN AND WILL SHARE WITH THE BOARD AT THE NEXT
REGULARLY SCHEDULED MEETING.

FORM 990, PART VI, SECTION B, LINE 12C:

ALL BOARD MEMBERS, EXECUTIVE STAFF AND PRINCIPALS ARE REQUIRED TO SUBMIT
REPORTS THAT DOCUMENT ANY POSSIBLE CONFLICTS OF INTEREST USING THE FORM 700
AS REQUIRED BY OUR OVERSIGHT AGENCY.

FORM 990, PART VI, SECTION B, LINE 15:

THE COMPENSATION COMMITTEE WHICH IS A SUBCOMMITTEE OF THE BOARD OF
DIRECTORS SETS THE COMPENSATION FOR THE TOP OFFICIALS. KEY EMPLOYEE
COMPENSATION IS SET BY THE CEO.

FORM 990, PART VI, SECTION C, LINE 18:

ALL TAX RETURNS ARE MAINTAINED AT THE CORPORATE OFFICE AND ARE

Name of the organization **MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION**Employer identification number
95-4649884**AVAILABLE UPON REQUEST.****FORM 990, PART VI, SECTION C, LINE 19:****ALL GOVERNING DOCUMENTS ARE MAINTAINED AT THE CORPORATE OFFICE AND ARE
AVAILABLE UPON REQUEST.**

SCHEDULE R
(Form 990)

Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 33, 34, 35b, 36, or 37.
▶ Attach to Form 990.

▶ Information about Schedule R (Form 990) and its instructions is at www.irs.gov/form990.

Name of the organization **MAGNOLIA EDUCATIONAL AND RESEARCH FOUNDATION**

Employer identification number
95-4649884

OMB No. 1545-0047

2014

Open to Public
Inspection

Part I Identification of Disregarded Entities Complete if the organization answered "Yes" on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity

Part II Identification of Related Tax-Exempt Organizations Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Section 512(b)(13) controlled entity?	
						Yes	No
MAGNOLIA PROPERTIES MANAGEMENT INC - 45-4683724, 250 E FIRST ST SUITE 1500, LOS ANGELES, CA 90012	PROPERTY HOLDING	CALIFORNIA	501(C)(3)	LINE 9			X

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule R (Form 990) 2014

Part III
Identification of Related Organizations Taxable as a Partnership Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related organizations treated as a partnership during the tax year.

[illegible]

Part IV
Identification of Related Organizations Taxable as a Corporation or Trust Complete if the organization answered "Yes" on Form 990, Part IV, line 34 because it had one or more related organizations treated as a corporation or trust during the tax year.

[illegible]

MAGNOLIA EDUCATIONAL AND RESEARCH
FOUNDATION

Note. Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.		Yes	No
1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?			
a Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		1a	X
b Gift, grant, or capital contribution to related organization(s)		1b	X
c Gift, grant, or capital contribution from related organization(s)		1c	X
d Loans or loan guarantees to or for related organization(s)		1d	X
e Loans or loan guarantees by related organization(s)		1e	X
f Dividends from related organization(s)		1f	X
g Sale of assets to related organization(s)		1g	X
h Purchase of assets from related organization(s)		1h	X
i Exchange of assets with related organization(s)		1i	X
j Lease of facilities, equipment, or other assets to related organization(s)		1j	X
k Lease of facilities, equipment, or other assets from related organization(s)		1k	X
l Performance of services or membership or fundraising solicitations for related organization(s)		1l	X
m Performance of services or membership or fundraising solicitations by related organization(s)		1m	X
n Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		1n	X
o Sharing of paid employees with related organization(s)		1o	X
p Reimbursement paid to related organization(s) for expenses		1p	X
q Reimbursement paid by related organization(s) for expenses		1q	X
r Other transfer of cash or property to related organization(s)		1r	X
s Other transfer of cash or property from related organization(s)		1s	X

2 If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1) MAGNOLIA PROPERTIES MANAGEMENT	K	447,519	ACTUAL AMOUNT
(2)			
(3)			
(4)			
(5)			
(6)			

Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue)

Schedule R (Form 990) 2014

Provide additional information for responses to questions on Schedule R (see instructions).

2014

California Exempt Organization Annual Information Return

199

Calendar Year 2014 or fiscal year beginning (mm/dd/yyyy) 07/01/2014, and ending (mm/dd/yyyy) 06/30/2015

Corporation/Organization Name

MAGNOLIA SCIENCE ACADEMY

Additional Information. See instructions.

California corporation number

2796803

FEIN

71-0880721

Street address (suite or room)

250 E FIRST ST, NO. 1500

City

LOS ANGELES

State

CA

ZIP code

Foreign country name

Foreign province/state/country

Foreign postal code

A First Return ☐ Yes ☒ No

B Amended Return ☐ Yes ☒ No

C IRC Section 4947(a)(1) trust ☐ Yes ☒ No

D Final Information Return?

• ☐ Dissolved • ☐ Surrendered (Withdrawn)

• ☐ Merged/Reorganized Enter date: (mm/dd/yyyy) •

E Check accounting method:

(1) ☐ Cash (2) ☒ Accrual (3) ☐ Other

F Federal return filed?

(1) ☐ 990T (2) ☐ 990-PF (3) ☐ Sch H (990)

G Is this a group filing? See instructions. ☐ Yes ☒ No

H Is this organization in a group exemption? ☐ Yes ☒ No

If "Yes," what is the parent's name?

I Did the organization have any changes to its guidelines not reported to the FTB? See instructions. ☐ Yes ☒ No

J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions. ☐ Yes ☒ No

K Is the organization exempt under R&TC Section 23701g? ☐ Yes ☒ No

If "Yes," enter the gross receipts from nonmember sources \$

L If organization is exempt under R&TC Section 23701d and meets the filing fee exception, check box. No filing fee is required. ☒ Yes ☐ No

M Is the organization a Limited Liability Company? ☐ Yes ☒ No

N Did the organization file Form 100 or Form 109 to report taxable income? ☐ Yes ☒ No

O Is the organization under audit by the IRS or has the IRS audited in a prior year? ☐ Yes ☒ No

P Is an IRS Form 1023/1024 pending? ☐ Yes ☒ No

Date filed with IRS

Part I Complete Part I unless not required to file this form. See General Instructions B and C.

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8	1	00
	2	Gross dues and assessments from members and affiliates	2	00
	3	Gross contributions, gifts, grants, and similar amounts received	3	00
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. This line must be completed. If the result is less than \$50,000, see General Instruction B	4	00
	5	Cost of goods sold	5	00
Expenses	6	Cost or other basis, and sales expenses of assets sold	6	00
	7	Total costs. Add line 5 and line 6	7	00
Filing Fee	8	Total gross income. Subtract line 7 from line 4	8	00
	9	Total expenses and disbursements. From Side 2, Part II, line 18	9	00
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8	10	00
	11	Filing fee \$10 or \$25. See General Instruction F	11	N/A 00
Sign Here	12	Total payments	12	00
	13	Penalties and Interest. See General Instruction J	13	00
	14	Use tax. See General Instruction K	14	00
	15	Balance due. Add line 11, line 13, and line 14. Then subtract line 12 from the result	15	00

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Signature of officer Title Date

Preparer's signature Date Check if self-employed ☐

Firm's name (or yours, if self-employed) and address

VAVRINEK, TRINE, DAY & CO., LLP
10681 FOOTHILL BLVD SUITE 300
RANCHO CUCAMONGA, CA 91730

Telephone

PTIN P01385220

FEIN 95-2648289

Telephone 909-466-4410

May the FTB discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

Part II Organizations with gross receipts of more than \$50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.

428951 11-26-14

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	•	1	00
	2	Interest	•	2	00
	3	Dividends	•	3	00
	4	Gross rents	•	4	00
	5	Gross royalties	•	5	00
	6	Gross amount received from sale of assets (See Instructions)	•	6	00
	7	Other income	•	7	00
	8	Total gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	•	8	00
Expenses and Disbursements	9	Contributions, gifts, grants, and similar amounts paid	•	9	00
	10	Disbursements to or for members	•	10	00
	11	Compensation of officers, directors, and trustees	•	11	0. 00
	12	Other salaries and wages	•	12	00
	13	Interest	•	13	00
	14	Taxes	•	14	00
	15	Rents	•	15	00
	16	Depreciation and depletion (See instructions)	•	16	00
	17	Other Expenses and Disbursements	•	17	00
	18	Total expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	•	18	00

Schedule L Balance Sheets

Beginning of taxable year

End of taxable year

Assets	(a)	(b)	(c)	(d)
1 Cash				•
2 Net accounts receivable				•
3 Net notes receivable				•
4 Inventories				•
5 Federal and state government obligations				•
6 Investments in other bonds				•
7 Investments in stock				•
8 Mortgage loans				•
9 Other investments				•
10 a Depreciable assets				
b Less accumulated depreciation	()		()	
11 Land				•
12 Other assets				•
13 Total assets		0.		0.
Liabilities and net worth				
14 Accounts payable				•
15 Contributions, gifts, or grants payable				•
16 Bonds and notes payable				•
17 Mortgages payable				•
18 Other liabilities				•
19 Capital stock or principal fund				•
20 Paid-in or capital surplus. Attach reconciliation				•
21 Retained earnings or income fund				•
22 Total liabilities and net worth		0.		0.

Schedule M-1 Reconciliation of income per books with income per return

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000.

1 Net income per books	•	7 Income recorded on books this year not included in this return.	•
2 Federal income tax	•	8 Deductions in this return not charged against book income this year	•
3 Excess of capital losses over capital gains	•	9 Total. Add line 7 and line 8	
4 Income not recorded on books this year	•	10 Net income per return.	
5 Expenses recorded on books this year not deducted in this return	•	Subtract line 9 from line 6	
6 Total. Add line 1 through line 5			

FORM 199 COMPENSATION OF OFFICERS, DIRECTORS AND TRUSTEES STATEMENT 1

NAME AND ADDRESS	TITLE AND AVERAGE HRS WORKED/WK	COMPENSATION
METIN OGUZMERT 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	PRESIDENT 2.00	0.
SAKEN SHERKHANOV 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	VICE PRESIDENT 2.00	0.
MUSTAFA KESKIN 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	TREASURER 2.00	0.
BAYRAM YENIKAYA 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	MEMBER 2.00	0.
DUYGU USTUN 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	MEMBER 2.00	0.
PAULINE GALEANO 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	MEMBER 2.00	0.

TOTAL TO FORM 199, PART II, LINE 11

0.

Date Accepted _____

DO NOT MAIL THIS FORM TO THE FTB

TAXABLE YEAR

2014

California e-file Return Authorization for Exempt Organizations

FORM

8453-EO

Exempt Organization name

Identifying number

MAGNOLIA SCIENCE ACADEMY

71-0880721

Part I Electronic Return Information (whole dollars only)

1	Total gross receipts (Form 199, line 4)	1	00
2	Total gross income (Form 199, line 8)	2	00
3	Total expenses and disbursements (Form 199, line 9)	3	00

Part II Settle Your Account Electronically for Taxable Year 2014

4	☐ Electronic funds withdrawal	4a Amount	4b Withdrawal date (mm/dd/yyyy)
---	--	-----------	---------------------------------

Part III Banking Information (Have you verified the exempt organization's banking information?)

5	Routing number	7	Type of account: ☐ Checking ☐ Savings
6	Account number		

Part IV Declaration of Officer

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, Box 4, I authorize an electronic funds withdrawal for the amount listed on line 4a.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2014 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's fee liability, the exempt organization will remain liable for the fee liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider, the reason(s) for the delay.**

Sign Here

Signature of Officer

Date

Title

Part V Declaration of Electronic Return Originator (ERO) and Paid Preparer.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB; I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2014 e-file Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO Must Sign	ERO's signature	Date	Check if also paid preparer ☐	Check if self-employed ☐	ERO's PTIN
	Firm's name (or yours if self-employed) and address	VAVRINEK, TRINE, DAY & CO., LLP 10681 FOOTHILL BLVD SUITE 300 RANCHO CUCAMONGA, CA	FEIN 95-2648289	ZIP Code 91730	

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer Must Sign	Paid preparer's signature	Date	Check if self-employed ☐	Paid preparer's PTIN
	Firm's name (or yours if self-employed) and address	VAVRINEK, TRINE, DAY & CO., LLP 10681 FOOTHILL BLVD SUITE 300 RANCHO CUCAMONGA, CA	FEIN 95-2648289	ZIP Code 91730

For Privacy Notice, get FTB 1131 ENG/SP.

FTB 8453-EO 2014

MAIL TO:
Registry of Charitable Trusts
P.O. Box 903447
Sacramento, CA 94203-4470
Telephone: (916) 445-2021

WEB SITE ADDRESS:

<http://ag.ca.gov/charities/>

ANNUAL
REGISTRATION RENEWAL FEE REPORT
TO ATTORNEY GENERAL OF CALIFORNIA

Sections 12586 and 12587, California Government Code
11 Cal. Code Regs. sections 301-307, 311 and 312

Failure to submit this report annually no later than four months and fifteen days after the end of the organization's accounting period may result in the loss of tax exemption and the assessment of a minimum tax of \$800, plus interest, and/or fines or filing penalties as defined in Government Code section 12586.1. IRS extensions will be honored.

State Charity Registration Number: CT _____

MAGNOLIA SCIENCE ACADEMY

Name of Organization

250 E FIRST ST, NO. 1500

Address (Number and Street)

LOS ANGELES, CA

City or Town, State and ZIP Code

Check if:

☐ Change of address

☐ Amended report

Corporate or Organization No. **2796803**

Federal Employer I.D. No. **71-0880721**

ANNUAL REGISTRATION RENEWAL FEE SCHEDULE (11 Cal. Code Regs. sections 301-307, 311 and 312)

Make Check Payable to Attorney General's Registry of Charitable Trusts

Gross Annual Revenue	Fee	Gross Annual Revenue	Fee	Gross Annual Revenue	Fee
Less than \$25,000	0	Between \$100,001 and \$250,000	\$50	Between \$1,000,001 and \$10 million	\$150
Between \$25,000 and \$100,000	\$25	Between \$250,001 and \$1 million	\$75	Between \$10,000,001 and \$50 million	\$225
				Greater than \$50 million	\$300

PART A - ACTIVITIES

For your most recent full accounting period (beginning 07/01/2014 ending 06/30/2015) list:

Gross annual revenue \$ 0 . Total assets \$ 0 .

PART B - STATEMENTS REGARDING ORGANIZATION DURING THE PERIOD OF THIS REPORT

Note: If you answer "yes" to any of the questions below, you must attach a separate sheet providing an explanation and details for each "yes" response. Please review RRF-1 instructions for information required.

	Yes	No
1. During this reporting period, were there any contracts, loans, leases or other financial transactions between the organization and any officer, director or trustee thereof either directly or with an entity in which any such officer, director or trustee had any financial interest?		X
2. During this reporting period, was there any theft, embezzlement, diversion or misuse of the organization's charitable property or funds?		X
3. During this reporting period, did non-program expenditures exceed 50% of gross revenues?		X
4. During this reporting period, were any organization funds used to pay any penalty, fine or judgment? If you filed a Form 4720 with the Internal Revenue Service, attach a copy.		X
5. During this reporting period, were the services of a commercial fundraiser or fundraising counsel for charitable purposes used? If "yes," provide an attachment listing the name, address, and telephone number of the service provider.		X
6. During this reporting period, did the organization receive any governmental funding? If so, provide an attachment listing the name of the agency, mailing address, contact person, and telephone number.		X
7. During this reporting period, did the organization hold a raffle for charitable purposes? If "yes," provide an attachment indicating the number of raffles and the date(s) they occurred.		X
8. Does the organization conduct a vehicle donation program? If "yes," provide an attachment indicating whether the program is operated by the charity or whether the organization contracts with a commercial fundraiser for charitable purposes.		X
9. Did your organization have prepared an audited financial statement in accordance with generally accepted accounting principles for this reporting period?		X

Organization's area code and telephone number _____

Organization's e-mail address _____

I declare under penalty of perjury that I have examined this report, including accompanying documents, and to the best of my knowledge and belief, it is true, correct and complete.

Signature of authorized officer

Printed Name

Title

Date

2013

California Exempt Organization Annual Information Return

199

Calendar Year 2013 or fiscal year beginning (mm/dd/yyyy) 07/01/2013 and ending (mm/dd/yyyy) 06/30/2014

Corporation/Organization Name MAGNOLIA SCIENCE ACADEMY		California corporation number 2796803
Address (suite, room, or PMB no.) 250 E FIRST ST, NO. 1500		FEIN 71-0880721
City LOS ANGELES	State CA	ZIP Code

A First Return ☐ Yes ☒ No

B Amended Information Return ☐ Yes ☒ No

C IRC Section 4947(a)(1) trust ☐ Yes ☒ No

D Final Information Return?

• ☐ Dissolved • ☐ Surrendered (Withdrawn)

• ☐ Merged/Reorganized Enter date: (mm/dd/yyyy) •

E Check accounting method:

(1) ☐ Cash (2) ☒ Accrual (3) ☐ Other

F Federal return filed?

(1) • ☐ 990T (2) • ☐ 990 PF (3) • ☐ Sch H (990)

G Is this a group filing for the subordinates/affiliates? ☐ Yes ☒ No

If "Yes," attach a roster. See instructions

H Is this organization in a group exemption? ☐ Yes ☒ No

If "Yes," what is the parent's name?

I Did the organization have any changes in its activities, governing instrument, articles of incorporation, or bylaws that have not been reported to the Franchise Tax Board? ☐ Yes ☒ No

If "Yes," explain, and attach copies of revised documents.

J If exempt under R&TC Section 23701d, has the organization during the year: (1) participated in any political campaign, or (2) attempted to influence legislation or any ballot measure, or (3) made an election under R&TC Section 23704.5 (relating to lobbying by public charities)? ☐ Yes ☒ No

If "Yes," complete and attach form FTB 3509.

K Is the organization exempt under R&TC Section 23701g? ☐ Yes ☒ No

If "Yes," enter the gross receipts from nonmember sources \$

L If organization is exempt under R&TC Section 23701d and is exclusively religious, educational, or charitable, and is supported primarily (50% or more) by public contributions, check box. No filing fee is required. ☒ ☐

M Is the organization a Limited Liability Company? ☐ Yes ☒ No

N Did the organization file Form 100 or Form 109 to report taxable income? ☐ Yes ☒ No

O Is the organization under audit by the IRS or has the IRS audited in a prior year? ☐ Yes ☒ No

Part I Complete Part I unless not required to file this form. See General Instructions B and C.

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8	1	00
	2	Gross dues and assessments from members and affiliates	2	00
	3	Gross contributions, gifts, grants, and similar amounts received	3	00
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. This line must be completed. If the result is less than \$50,000, see General Instruction B	4	00
Expenses	5	Cost of goods sold	5	00
	6	Cost or other basis, and sales expenses of assets sold	6	00
	7	Total costs. Add line 5 and line 6	7	00
	8	Total gross income. Subtract line 7 from line 4	8	00
Filing Fee	9	Total expenses and disbursements. From Side 2, Part II, line 18	9	00
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8	10	00
	11	Filing fee \$10 or \$25. See General Instruction F	11	N/A 00
	12	Total payments	12	00
Sign Here	13	Penalties and Interest. See General Instruction J	13	00
	14	Use tax. See General Instruction K	14	00
	15	Balance due. Add line 11, line 13, and line 14. Then subtract line 12 from the result	15	00

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer	Title	Date	• Telephone
	Preparer's signature	Date	Check if self-employed ☐	• PTIN
Paid Preparer's Use Only	Firm's name (or yours, if self-employed) and address	• FEIN		
	VAVRINEK, TRINE, DAY & CO., LLP	P01385220		
	10681 FOOTHILL BLVD SUITE 300	95-2648289		
	RANCHO CUCAMONGA, CA 91730	909-466-4410		
May the FTB discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No				

Part II Organizations with gross receipts of more than \$50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.

328951 11-14-13

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	1	00
	2	Interest	2	00
	3	Dividends	3	00
	4	Gross rents	4	00
	5	Gross royalties	5	00
	6	Gross amount received from sale of assets (See Instructions)	6	00
	7	Other income	7	00
	8	Total gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	8	00
	9	Contributions, gifts, grants, and similar amounts paid	9	00
	10	Disbursements to or for members	10	00
Expenses and Disbursements	11	Compensation of officers, directors, and trustees	11	0. 00
	12	Other salaries and wages	12	00
	13	Interest	13	00
	14	Taxes	14	00
	15	Rents	15	00
	16	Depreciation and depletion (See instructions)	16	00
	17	Other Expenses and Disbursements	17	00
	18	Total expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	18	00

Schedule L Balance Sheets

Beginning of taxable year

End of taxable year

	(a)	(b)	(c)	(d)
Assets				
1 Cash				•
2 Net accounts receivable				•
3 Net notes receivable				•
4 Inventories				•
5 Federal and state government obligations				•
6 Investments in other bonds				•
7 Investments in stock				•
8 Mortgage loans				•
9 Other investments				•
10 a Depreciable assets				
b Less accumulated depreciation	()		()	
11 Land				•
12 Other assets				•
13 Total assets		0.		0.
Liabilities and net worth				
14 Accounts payable				•
15 Contributions, gifts, or grants payable				•
16 Bonds and notes payable				•
17 Mortgages payable				•
18 Other liabilities				•
19 Capital stock or principle fund				•
20 Paid-in or capital surplus. Attach reconciliation				•
21 Retained earnings or income fund				•
22 Total liabilities and net worth		0.		0.

Schedule M-1 Reconciliation of income per books with income per return

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000.

1 Net income per books	•	7 Income recorded on books this year not included in this return.	•
2 Federal income tax	•	8 Deductions in this return not charged against book income this year	•
3 Excess of capital losses over capital gains	•	9 Total. Add line 7 and line 8	
4 Income not recorded on books this year	•	10 Net income per return. Subtract line 9 from line 6	
5 Expenses recorded on books this year not deducted in this return	•		
6 Total. Add line 1 through line 5			

FORM 199 COMPENSATION OF OFFICERS, DIRECTORS AND TRUSTEES STATEMENT 1

NAME AND ADDRESS	TITLE AND AVERAGE HRS WORKED/WK	COMPENSATION
METIN OGUZMERT 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	PRESIDENT 2.00	0.
SAKEN SHERKHANOV 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	VICE PRESIDENT 2.00	0.
MUSTAFA KESKIN 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	TREASURER 2.00	0.
BAYRAM YENIKAYA 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	MEMBER 2.00	0.
DUYGU USTUN 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	MEMBER 2.00	0.
PAULINE GALEANO 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	MEMBER 2.00	0.

TOTAL TO FORM 199, PART II, LINE 11

0.

Date Accepted _____

DO NOT MAIL THIS FORM TO THE FTB

TAXABLE YEAR

2013

California e-file Return Authorization for Exempt Organizations

FORM

8453-EO

Exempt Organization name

Identifying number

MAGNOLIA SCIENCE ACADEMY

71-0880721

Part I Electronic Return Information (whole dollars only)

1	Total gross receipts (Form 199, line 4)	1	00
2	Total gross income (Form 199, line 8)	2	00
3	Total expenses and disbursements (Form 199, line 9)	3	00

Part II Settle Your Account Electronically for Taxable Year 2013

4	☐ Electronic funds withdrawal	4a Amount	4b Withdrawal date (mm/dd/yyyy)
---	--	-----------	---------------------------------

Part III Banking Information (Have you verified the exempt organization's banking information?)

5	Routing number	7	Type of account: ☐ Checking ☐ Savings
6	Account number		

Part IV Declaration of Officer

I authorize the exempt organization's account be settled as designated in Part II. If I check Part II, Box 4, I authorize an electronic funds withdrawal for the amount listed on line 4a.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my Electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2013 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's fee liability, the exempt organization will remain liable for the fee liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to my ERO, intermediate service provider, the reason(s) for the delay.**

Sign Here

Signature of Officer

Date

Title

Part V Declaration of Electronic Return Originator (ERO) and Paid Preparer.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an Intermediate Service Provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB; I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2013 e-file Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or four years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO Must Sign	ERO's signature	Date	Check if also paid preparer ☐	Check if self-employed ☐	ERO's PTIN
	Firm's name (or yours if self-employed) and address	VAVRINEK, TRINE, DAY & CO., LLP 10681 FOOTHILL BLVD SUITE 300 RANCHO CUCAMONGA, CA	FEIN	95-2648289	ZIP Code 91730

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer Must Sign	Paid preparer's signature	Date	Check if self-employed ☐	Paid preparer's PTIN
	Firm's name (or yours if self-employed) and address	VAVRINEK, TRINE, DAY & CO., LLP 10681 FOOTHILL BLVD SUITE 300 RANCHO CUCAMONGA, CA	FEIN	95-2648289

ZIP Code 91730

For Privacy Notice, get FTB 1131 ENG/SP.

FTB 8453-EO 2013

MAIL TO:
Registry of Charitable Trusts
P.O. Box 903447
Sacramento, CA 94203-4470
Telephone: (916) 445-2021

WEB SITE ADDRESS:

<http://ag.ca.gov/charities/>

ANNUAL
REGISTRATION RENEWAL FEE REPORT
TO ATTORNEY GENERAL OF CALIFORNIA

Sections 12586 and 12587, California Government Code
11 Cal. Code Regs. sections 301-307, 311 and 312

Failure to submit this report annually no later than four months and fifteen days after the end of the organization's accounting period may result in the loss of tax exemption and the assessment of a minimum tax of \$800, plus interest, and/or fines or filing penalties as defined in Government Code section 12586.1. IRS extensions will be honored.

State Charity Registration Number: <u>CT</u>	Check if: ☐ Change of address ☐ Amended report
MAGNOLIA SCIENCE ACADEMY Name of Organization	Corporate or Organization No. <u>2796803</u>
<u>250 E FIRST ST, NO. 1500</u> Address (Number and Street)	Federal Employer I.D. No. <u>71-0880721</u>
<u>LOS ANGELES, CA</u> City or Town, State and ZIP Code	

ANNUAL REGISTRATION RENEWAL FEE SCHEDULE (11 Cal. Code Regs. sections 301-307, 311 and 312)
Make Check Payable to Attorney General's Registry of Charitable Trusts

Gross Annual Revenue	Fee	Gross Annual Revenue	Fee	Gross Annual Revenue	Fee
Less than \$25,000	0	Between \$100,001 and \$250,000	\$50	Between \$1,000,001 and \$10 million	\$150
Between \$25,000 and \$100,000	\$25	Between \$250,001 and \$1 million	\$75	Between \$10,000,001 and \$50 million	\$225
				Greater than \$50 million	\$300

PART A - ACTIVITIES

For your most recent full accounting period (beginning 07/01/2013 ending 06/30/2014) list:
Gross annual revenue \$ 0. Total assets \$ 0.

PART B - STATEMENTS REGARDING ORGANIZATION DURING THE PERIOD OF THIS REPORT

Note: If you answer "yes" to any of the questions below, you must attach a separate sheet providing an explanation and details for each "yes" response. Please review RRF-1 instructions for information required.

	Yes	No
1. During this reporting period, were there any contracts, loans, leases or other financial transactions between the organization and any officer, director or trustee thereof either directly or with an entity in which any such officer, director or trustee had any financial interest?		X
2. During this reporting period, was there any theft, embezzlement, diversion or misuse of the organization's charitable property or funds?		X
3. During this reporting period, did non-program expenditures exceed 50% of gross revenues?		X
4. During this reporting period, were any organization funds used to pay any penalty, fine or judgment? If you filed a Form 4720 with the Internal Revenue Service, attach a copy.		X
5. During this reporting period, were the services of a commercial fundraiser or fundraising counsel for charitable purposes used? If "yes," provide an attachment listing the name, address, and telephone number of the service provider.		X
6. During this reporting period, did the organization receive any governmental funding? If so, provide an attachment listing the name of the agency, mailing address, contact person, and telephone number.		X
7. During this reporting period, did the organization hold a raffle for charitable purposes? If "yes," provide an attachment indicating the number of raffles and the date(s) they occurred.		X
8. Does the organization conduct a vehicle donation program? If "yes," provide an attachment indicating whether the program is operated by the charity or whether the organization contracts with a commercial fundraiser for charitable purposes.		X
9. Did your organization have prepared an audited financial statement in accordance with generally accepted accounting principles for this reporting period?		X

Organization's area code and telephone number _____

Organization's e-mail address _____

I declare under penalty of perjury that I have examined this report, including accompanying documents, and to the best of my knowledge and belief, it is true, correct and complete.

Signature of authorized officer

Printed Name

Title

Date

2012

California Exempt Organization Annual Information Return

199

Calendar Year 2012 or fiscal year beginning month **JULY** day **1** year **2012**, and ending month **JUNE** day **30** year **2013**.

Corporation/Organization Name

California corporation number

MAGNOLIA SCIENCE ACADEMY**2796803**

Address (suite, room, or PMB no.)

FEIN

250 E FIRST ST, NO. 1500**71-0880721**

City

State

ZIP Code

LOS ANGELES**CA**A First Return ☐ Yes ☒ NoB Amended Return ☐ Yes ☒ NoC IRC Section 4947(a)(1) trust ☐ Yes ☒ No

D Final Return?

• ☐ Dissolved • ☐ Surrendered (Withdrawn)• ☐ Merged/Reorganized Enter date: _____

E Check accounting method:

(1) ☐ Cash (2) ☒ Accrual (3) ☐ Other

F Federal return filed?

(1) ☐ 990T (2) ☐ 990(PF) (3) ☐ Sch H (990)G Is this a group filing for the subordinates/affiliates? ☐ Yes ☒ No

If "Yes," attach a roster. See instructions

H Is this organization in a group exemption? ☐ Yes ☒ No

If "Yes," what is the parent's name?

I Did the organization have any changes in its activities, governing instrument, articles of incorporation, or bylaws that have not been reported to the Franchise Tax Board? ☐ Yes ☒ No

If "Yes," explain, and attach copies of revised documents.

J If exempt under R&TC Section 23701d, has the organization during the year: (1) participated in any political campaign, or (2) attempted to influence legislation or any ballot measure, or (3) made an election under R&TC Section 23704.5 (relating to lobbying by public charities)? ☐ Yes ☒ No

If "Yes," complete and attach form FTB 3509.

K Is the organization exempt under R&TC Section 23701g? ☐ Yes ☒ No

If "Yes," enter the gross receipts from nonmember

sources \$ _____

L If organization is exempt under R&TC Section 23701d and is

exclusively religious, educational, or charitable, and is supported primarily (50% or more) by public contributions,

check box. No filing fee is required. ☒M Is the organization a Limited Liability Company? ☐ Yes ☒ NoN Did the organization file Form 100 or Form 109 to report taxable income? ☐ Yes ☒ NoO Is the organization under audit by the IRS or has the IRS audited in a prior year? ☐ Yes ☒ No**Part I Complete Part I unless not required to file this form. See General Instructions B and C.**

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8	1	00
	2	Gross dues and assessments from members and affiliates	2	00
	3	Gross contributions, gifts, grants, and similar amounts received	3	00
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. This line must be completed. If the result is less than \$50,000, see General Instruction B	4	00
Expenses	5	Cost of goods sold	5	00
	6	Cost or other basis, and sales expenses of assets sold	6	00
	7	Total costs. Add line 5 and line 6	7	00
	8	Total gross income. Subtract line 7 from line 4	8	00
Filing Fee	9	Total expenses and disbursements. From Side 2, Part II, line 18	9	00
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8	10	00
	11	Filing fee \$10 or \$25. See General Instruction F	11	N/A 00
	12	Total payments	12	00
Sign Here	13	Penalties and Interest. See General Instruction J	13	00
	14	Use tax. See General Instruction K	14	00
	15	Balance due. Add line 11, line 13, and line 14. Then subtract line 12 from the result	15	00

Sign Here	Signature of officer	Title	Date	• Telephone
	Preparer's signature	Date	Check if self-employed ☐	• PTIN
Paid Preparer's Use Only	Firm's name (or yours, if self-employed) and address	P01385220		• FEIN
	May the FTB discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No	95-2648289		• Telephone
		909-466-4410		

Part II Organizations with gross receipts of more than \$50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.

228951 12-18-12

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	•	1	00
	2	Interest	•	2	00
	3	Dividends	•	3	00
	4	Gross rents	•	4	00
	5	Gross royalties	•	5	00
	6	Gross amount received from sale of assets (See Instructions)	•	6	00
	7	Other income	•	7	00
	8	Total gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	•	8	00
	9	Contributions, gifts, grants, and similar amounts paid	•	9	00
	10	Disbursements to or for members	•	10	00
Expenses and Disbursements	11	Compensation of officers, directors, and trustees	•	11	0. 00
	12	Other salaries and wages	•	12	00
	13	Interest	•	13	00
	14	Taxes	•	14	00
	15	Rents	•	15	00
	16	Depreciation and depletion (See instructions)	•	16	00
	17	Other Expenses and Disbursements	•	17	00
	18	Total expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	•	18	00

SEE STATEMENT 1

0. 00

Schedule L Balance Sheets		Beginning of taxable year		End of taxable year	
	(a)	(b)	(c)	(d)	
Assets					
1 Cash				•	
2 Net accounts receivable				•	
3 Net notes receivable				•	
4 Inventories				•	
5 Federal and state government obligations				•	
6 Investments in other bonds				•	
7 Investments in stock				•	
8 Mortgage loans				•	
9 Other investments				•	
10 a Depreciable assets					
b Less accumulated depreciation	()		()		
11 Land				•	
12 Other assets				•	
13 Total assets		0.			0.
Liabilities and net worth					
14 Accounts payable				•	
15 Contributions, gifts, or grants payable				•	
16 Bonds and notes payable				•	
17 Mortgages payable				•	
18 Other liabilities				•	
19 Capital stock or principle fund				•	
20 Paid-in or capital surplus. Attach reconciliation				•	
21 Retained earnings or income fund				•	
22 Total liabilities and net worth		0.			0.

Schedule M-1 Reconciliation of income per books with income per return

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$50,000.

1 Net income per books	•	7 Income recorded on books this year not included in this return.	•
2 Federal income tax	•	8 Deductions in this return not charged against book income this year	•
3 Excess of capital losses over capital gains	•	9 Total. Add line 7 and line 8	
4 Income not recorded on books this year	•	10 Net income per return. Subtract line 9 from line 6	
5 Expenses recorded on books this year not deducted in this return	•		
6 Total. Add line 1 through line 5			

FORM 199	COMPENSATION OF OFFICERS, DIRECTORS AND TRUSTEES	STATEMENT	1
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NAME AND ADDRESS	TITLE AND AVERAGE HRS WORKED/WK	COMPENSATION
METIN OGUZMERT 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	PRESIDENT 2.00	0.
SAKEN SHERKHANOV 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	VICE PRESIDENT 2.00	0.
MUSTAFA KESKIN 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	TREASURER 2.00	0.
BAYRAM YENIKAYA 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	MEMBER 2.00	0.
DUYGU USTUN 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	MEMBER 2.00	0.
PAULINE GALEANO 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	MEMBER 2.00	0.

TOTAL TO FORM 199, PART II, LINE 11

0.

TAXABLE YEAR

2012**California e-file Return Authorization for
Exempt Organizations**

FORM

8453-EO

Exempt Organization name

MAGNOLIA SCIENCE ACADEMY

Identifying number

71-0880721**Part I Electronic Return Information** (whole dollars only)

1	Total gross receipts (Form 199, line 4)	1	00
2	Total gross income (Form 199, line 8)	2	00
3	Total expenses and disbursements (Form 199, line 9)	3	00

Part II Settle Your Account Electronically for Taxable Year 2012

4	☐ Electronic funds withdrawal	4a Amount	4b Withdrawal date (MM/DD/YYYY)
---	--	-----------	---------------------------------

Part III Banking Information (Have you verified the exempt organization's banking information?)

5	Routing number	7	Type of account: ☐ Checking ☐ Savings
6	Account number		

Part IV Declaration of Officer

I authorize the exempt organization's account be settled as designated in Part II. If I check Part II, Box 4, I authorize an electronic funds withdrawal for the amount listed on line 4a.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my Electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2012 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's fee liability, the exempt organization will remain liable for the fee liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to my ERO, intermediate service provider, the reason(s) for the delay.**

**Sign
Here**

Signature of Officer

Date

Title

Part V Declaration of Electronic Return Originator (ERO) and Paid Preparer.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an Intermediate Service Provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB; I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2012 e-file Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or four years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO Must Sign	ERO's- signature	Date	Check if also paid preparer ☐	Check if self- employed ☐	ERO's PTIN
	Firm's name (or yours if self-employed) and address	VAVRINEK, TRINE, DAY & CO., LLP 10681 FOOTHILL BLVD SUITE 300 RANCHO CUCAMONGA, CA			FEIN 95-2648289
					ZIP Code 91730

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer Must Sign	Paid preparer's signature	Date	Check if self- employed ☐	Paid preparer's PTIN
	Firm's name (or yours if self-employed) and address	VAVRINEK, TRINE, DAY & CO., LLP 10681 FOOTHILL BLVD SUITE 300 RANCHO CUCAMONGA, CA		
		FEIN 95-2648289 ZIP Code 91730		

MAIL TO:
Registry of Charitable Trusts
P.O. Box 903447
Sacramento, CA 94203-4470
Telephone: (916) 445-2021

WEB SITE ADDRESS:

<http://ag.ca.gov/charities/>

ANNUAL
REGISTRATION RENEWAL FEE REPORT
TO ATTORNEY GENERAL OF CALIFORNIA

Sections 12586 and 12587, California Government Code
11 Cal. Code Regs. sections 301-307, 311 and 312

Failure to submit this report annually no later than four months and fifteen days after the end of the organization's accounting period may result in the loss of tax exemption and the assessment of a minimum tax of \$800, plus interest, and/or fines or filing penalties as defined in Government Code section 12586.1. IRS extensions will be honored.

State Charity Registration Number: CT _____

Check if:

☐ Change of address

☐ Amended report

MAGNOLIA SCIENCE ACADEMY

Name of Organization

250 E FIRST ST, NO. 1500

Address (Number and Street)

LOS ANGELES, CA

City or Town, State and ZIP Code

Corporate or Organization No. **2796803**

Federal Employer I.D. No. **71-0880721**

ANNUAL REGISTRATION RENEWAL FEE SCHEDULE (11 Cal. Code Regs. sections 301-307, 311 and 312)

Make Check Payable to Attorney General's Registry of Charitable Trusts

Gross Annual Revenue	Fee	Gross Annual Revenue	Fee	Gross Annual Revenue	Fee
Less than \$25,000	0	Between \$100,001 and \$250,000	\$50	Between \$1,000,001 and \$10 million	\$150
Between \$25,000 and \$100,000	\$25	Between \$250,001 and \$1 million	\$75	Between \$10,000,001 and \$50 million	\$225
				Greater than \$50 million	\$300

PART A - ACTIVITIES

For your most recent full accounting period (beginning 07/01/2012 ending 06/30/2013) list:

Gross annual revenue \$ 0 . Total assets \$ 0 .

PART B - STATEMENTS REGARDING ORGANIZATION DURING THE PERIOD OF THIS REPORT

Note: If you answer "yes" to any of the questions below, you must attach a separate sheet providing an explanation and details for each "yes" response. Please review RRF-1 instructions for information required.

	Yes	No
1. During this reporting period, were there any contracts, loans, leases or other financial transactions between the organization and any officer, director or trustee thereof either directly or with an entity in which any such officer, director or trustee had any financial interest?		X
2. During this reporting period, was there any theft, embezzlement, diversion or misuse of the organization's charitable property or funds?		X
3. During this reporting period, did non-program expenditures exceed 50% of gross revenues?		X
4. During this reporting period, were any organization funds used to pay any penalty, fine or judgment? If you filed a Form 4720 with the Internal Revenue Service, attach a copy.		X
5. During this reporting period, were the services of a commercial fundraiser or fundraising counsel for charitable purposes used? If "yes," provide an attachment listing the name, address, and telephone number of the service provider.		X
6. During this reporting period, did the organization receive any governmental funding? If so, provide an attachment listing the name of the agency, mailing address, contact person, and telephone number.		X
7. During this reporting period, did the organization hold a raffle for charitable purposes? If "yes," provide an attachment indicating the number of raffles and the date(s) they occurred.		X
8. Does the organization conduct a vehicle donation program? If "yes," provide an attachment indicating whether the program is operated by the charity or whether the organization contracts with a commercial fundraiser for charitable purposes.		X
9. Did your organization have prepared an audited financial statement in accordance with generally accepted accounting principles for this reporting period?		X

Organization's area code and telephone number _____

Organization's e-mail address _____

I declare under penalty of perjury that I have examined this report, including accompanying documents, and to the best of my knowledge and belief, it is true, correct and complete.

Signature of authorized officer

Printed Name

Title

Date

2011

California Exempt Organization Annual Information Return

199

Calendar Year 2011 or fiscal year beginning month **JULY** day **1** year **2011**, and ending month **JUNE** day **30** year **2012**

Corporation/Organization name

California corporation number

MAGNOLIA SCIENCE ACADEMY**2796803**

Address (suite, room, or PMB no.)

FEIN

250 E FIRST ST, NO. 1500**71-0880721**

City

State

ZIP Code

LOS ANGELES**CA**

- A First Return ☐ Yes ☒ No
- B Amended Return ☐ Yes ☒ No
- C IRC Section 4947(a)(1) trust ☐ Yes ☒ No
- D Final Return ☐ Yes ☒ No

• ☐ Dissolved • ☐ Surrendered (Withdrawn)

• ☐ Merged/Reorganized Enter date: _____

E Check accounting method:

(1) ☐ Cash (2) ☒ Accrual (3) ☐ Other

F Federal return filed?

(1) ☐ 990T (2) ☐ 990(PF) (3) ☐ Sch H (990)

G Is this a group filing for the subordinates/affiliates? ☐ Yes ☒ No

If "Yes," attach a roster. See instructions

H Is this organization in a group exemption? ☐ Yes ☒ No

If "Yes," what is the parent's name?

I Did the organization have any changes in its activities, governing instrument, articles of incorporation, or bylaws that have not been reported to the Franchise Tax Board? ☐ Yes ☒ No

If "Yes," explain, and attach copies of revised documents.

J If exempt under R&TC Section 23701d, has the organization during the year: (1) participated in any political campaign, or (2) attempted to influence legislation or any ballot measure, or (3) made an election under R&TC Section 23704.5 (relating to lobbying by public charities)? ☐ Yes ☒ No

If "Yes," complete and attach form FTB 3509.

K Is the organization exempt under R&TC Section 23701g? ☐ Yes ☒ No

If "Yes," enter the gross receipts from nonmember

sources \$ _____

L If organization is exempt under R&TC Section 23701d and is exclusively religious, educational, or charitable, and is supported primarily (50% or more) by public contributions, check box. No filing fee is required. ☒ ☐

M Is the organization a Limited Liability Company? ☐ Yes ☒ No

N Did the organization file Form 100 or Form 109 to report taxable income? ☐ Yes ☒ No

O Is the organization under audit by the IRS or has the IRS audited in a prior year? ☐ Yes ☒ No

Part I Complete Part I unless not required to file this form. See General Instructions B and C.

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8	1	00
	2	Gross dues and assessments from members and affiliates	2	00
	3	Gross contributions, gifts, grants, and similar amounts received	3	00
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. This line must be completed. If the result is less than \$25,000, see General Instruction B	4	00
Expenses	5	Cost of goods sold	5	00
	6	Cost or other basis, and sales expenses of assets sold	6	00
	7	Total costs. Add line 5 and line 6	7	00
	8	Total gross income. Subtract line 7 from line 4	8	00
Filing Fee	9	Total expenses and disbursements. From Side 2, Part II, line 18	9	00
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8	10	00
	11	Filing fee \$10 or \$25. See General Instruction F	11	N/A 00
	12	Total payments	12	00
Sign Here	13	Penalties and Interest. See General Instruction J	13	00
	14	Use tax. See General Instruction K	14	00
	15	Balance due. Add line 11, line 13, and line 14. Then subtract line 12 from the result	15	00

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer	Title	Date	• Telephone
	Preparer's signature	Date	Check if self-employed ☐	• PTIN
Paid Preparer's Use Only	Firm's name (or yours, if self-employed) and address			• FEIN
	VAVRINEK, TRINE, DAY & CO., LLP			95-2648289
	10681 FOOTHILL BLVD SUITE 300			• Telephone
	RANCHO CUCAMONGA, CA 91730			909-466-4410
May the FTB discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No				

Part II Organizations with gross receipts of more than \$25,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information. See Specific Line Instructions.

128951 12-08-11

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	•	1	00	
	2	Interest	•	2	00	
	3	Dividends	•	3	00	
	4	Gross rents	•	4	00	
	5	Gross royalties	•	5	00	
	6	Gross amount received from sale of assets (See Instructions)	•	6	00	
	7	Other income	•	7	00	
Expenses and Disbursements	8	Total gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1			8	00
	9	Contributions, gifts, grants, and similar amounts paid	•	9	00	
	10	Disbursements to or for members	•	10	00	
	11	Compensation of officers, directors, and trustees	•	11	00	
	12	Other salaries and wages	•	12	00	
	13	Interest	•	13	00	
	14	Taxes	•	14	00	
	15	Rents	•	15	00	
	16	Depreciation and depletion (See instructions)	•	16	00	
	17	Other Expenses and Disbursements	•	17	00	
	18	Total expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	•	18	00	

SEE STATEMENT 1

Schedule L Balance Sheets

Beginning of taxable year

End of taxable year

	(a)	(b)	(c)	(d)
Assets				
1 Cash				•
2 Net accounts receivable				•
3 Net notes receivable				•
4 Inventories				•
5 Federal and state government obligations				•
6 Investments in other bonds				•
7 Investments in stock				•
8 Mortgage loans				•
9 Other investments				•
10 a Depreciable assets				
b Less accumulated depreciation	()		()	
11 Land				•
12 Other assets				•
13 Total assets		0.		0.
Liabilities and net worth				
14 Accounts payable				•
15 Contributions, gifts, or grants payable				•
16 Bonds and notes payable				•
17 Mortgages payable				•
18 Other liabilities				
19 Capital stock or principle fund				•
20 Paid-in or capital surplus. Attach reconciliation				•
21 Retained earnings or income fund				•
22 Total liabilities and net worth		0.		0.

Schedule M-1 Reconciliation of income per books with income per return

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$25,000

1 Net income per books	•	7 Income recorded on books this year not included in this return	•
2 Federal income tax	•	8 Deductions in this return not charged against book income this year	•
3 Excess of capital losses over capital gains	•	9 Total. Add line 7 and line 8	
4 Income not recorded on books this year	•	10 Net income per return.	
5 Expenses recorded on books this year not deducted in this return	•	Subtract line 9 from line 6	
6 Total.			
Add line 1 through line 5			

FORM 199 COMPENSATION OF OFFICERS, DIRECTORS AND TRUSTEES STATEMENT 1

NAME AND ADDRESS	TITLE AND AVERAGE HRS WORKED/WK	COMPENSATION
METIN OGUZMERT 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	PRESIDENT 2.00	0.
SAKEN SHERKHANOV 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	VICE PRESIDENT 2.00	0.
MUSTAFA KESKIN 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	TREASURER 2.00	0.
BAYRAM YENIKAYA 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	MEMBER 2.00	0.
DUYGU USTUN 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	MEMBER 2.00	0.
PAULINE GALEANO 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	MEMBER 2.00	0.

TOTAL TO FORM 199, PART II, LINE 11

0.

TAXABLE YEAR

2011

California e-file Return Authorization for Exempt Organizations

FORM

8453-EO

Exempt Organization name

MAGNOLIA SCIENCE ACADEMY

Identifying number

71-0880721

Part I Electronic Return Information (whole dollars only)

1	Total gross receipts (Form 199, line 4)	1	00
2	Total gross income (Form 199, line 8)	2	00
3	Total expenses and disbursements (Form 199, line 9)	3	00

Part II Settle Your Account Electronically for Taxable Year 2011

4	☐ Electronic funds withdrawal	4a Amount	4b Withdrawal date (MM/DD/YYYY)
---	--	-----------	---------------------------------

Part III Banking Information (Have you verified the exempt organization's banking information?)

5	Routing number	7	Type of account: ☐ Checking ☐ Savings
6	Account number		

Part IV Declaration of Officer

I authorize the exempt organization's account be settled as designated in Part II. If I check Part II, Box 4, I authorize an electronic funds withdrawal for the amount listed on line 4a.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my Electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2011 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's fee liability, the exempt organization will remain liable for the fee liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to my ERO, intermediate service provider, the reason(s) for the delay.**

Sign Here

Signature of Officer

Date

Title

Part V Declaration of Electronic Return Originator (ERO) and Paid Preparer.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an Intermediate Service Provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB; I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345B, 2011 Business e-file Handbook for Authorized e-file Providers, and in FTB Pub. 1345, 2011 e-file Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or four years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO	ERO's signature	Date	Check if also paid preparer ☐	Check if self-employed ☐	ERO's PTIN
Must Sign	Firm's name (or yours if self-employed) and address	VAVRINEK, TRINE, DAY & CO., LLP 10681 FOOTHILL BLVD SUITE 300 RANCHO CUCAMONGA, CA	FEIN	95-2648289	ZIP Code 91730

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer	Paid preparer's signature	Date	Check if self-employed ☐	Paid preparer's PTIN
Must Sign	Firm's name (or yours if self-employed) and address	VAVRINEK, TRINE, DAY & CO., LLP 10681 FOOTHILL BLVD SUITE 300 RANCHO CUCAMONGA, CA	FEIN	95-2648289
			ZIP Code	91730

MAIL TO:
Registry of Charitable Trusts
P.O. Box 903447
Sacramento, CA 94203-4470
Telephone: (916) 445-2021

WEB SITE ADDRESS:

<http://ag.ca.gov/charities/>

ANNUAL
REGISTRATION RENEWAL FEE REPORT
TO ATTORNEY GENERAL OF CALIFORNIA

Sections 12586 and 12587, California Government Code
11 Cal. Code Regs. sections 301-307, 311 and 312

Failure to submit this report annually no later than four months and fifteen days after the end of the organization's accounting period may result in the loss of tax exemption and the assessment of a minimum tax of \$800, plus interest, and/or fines or filing penalties as defined in Government Code section 12586.1. IRS extensions will be honored.

State Charity Registration Number: CT _____

MAGNOLIA SCIENCE ACADEMY

Name of Organization

250 E FIRST ST, NO. 1500

Address (Number and Street)

LOS ANGELES, CA

City or Town, State and ZIP Code

Check if:

☐ Change of address

☐ Amended report

Corporate or Organization No. **2796803**

Federal Employer I.D. No. **71-0880721**

ANNUAL REGISTRATION RENEWAL FEE SCHEDULE (11 Cal. Code Regs. sections 301-307, 311 and 312)

Make Check Payable to Attorney General's Registry of Charitable Trusts

Gross Annual Revenue	Fee	Gross Annual Revenue	Fee	Gross Annual Revenue	Fee
Less than \$25,000	0	Between \$100,001 and \$250,000	\$50	Between \$1,000,001 and \$10 million	\$150
Between \$25,000 and \$100,000	\$25	Between \$250,001 and \$1 million	\$75	Between \$10,000,001 and \$50 million	\$225
				Greater than \$50 million	\$300

PART A - ACTIVITIES

For your most recent full accounting period (beginning 07/01/2011 ending 06/30/2012) list:

Gross annual revenue \$ 0. Total assets \$ 0.

PART B - STATEMENTS REGARDING ORGANIZATION DURING THE PERIOD OF THIS REPORT

Note: If you answer "yes" to any of the questions below, you must attach a separate sheet providing an explanation and details for each "yes" response. Please review RRF-1 instructions for information required.

	Yes	No
1. During this reporting period, were there any contracts, loans, leases or other financial transactions between the organization and any officer, director or trustee thereof either directly or with an entity in which any such officer, director or trustee had any financial interest?		X
2. During this reporting period, was there any theft, embezzlement, diversion or misuse of the organization's charitable property or funds?		X
3. During this reporting period, did non-program expenditures exceed 50% of gross revenues?		X
4. During this reporting period, were any organization funds used to pay any penalty, fine or judgment? If you filed a Form 4720 with the Internal Revenue Service, attach a copy.		X
5. During this reporting period, were the services of a commercial fundraiser or fundraising counsel for charitable purposes used? If "yes," provide an attachment listing the name, address, and telephone number of the service provider.		X
6. During this reporting period, did the organization receive any governmental funding? If so, provide an attachment listing the name of the agency, mailing address, contact person, and telephone number.		X
7. During this reporting period, did the organization hold a raffle for charitable purposes? If "yes," provide an attachment indicating the number of raffles and the date(s) they occurred.		X
8. Does the organization conduct a vehicle donation program? If "yes," provide an attachment indicating whether the program is operated by the charity or whether the organization contracts with a commercial fundraiser for charitable purposes.		X
9. Did your organization have prepared an audited financial statement in accordance with generally accepted accounting principles for this reporting period?		X

Organization's area code and telephone number _____

Organization's e-mail address _____

I declare under penalty of perjury that I have examined this report, including accompanying documents, and to the best of my knowledge and belief, it is true, correct and complete.

Signature of authorized officer

Printed Name

Title

Date

2010

California Exempt Organization Annual Information Return

199

Calendar Year 2010 or fiscal year beginning month **JULY** day **1** year **2010**, and ending month **JUNE** day **30** year **2011**.

A First Return Filed? ☐ Yes ☒ No
B Type of organization Exempt under Section 23701 **d** (insert letter)
 IRC Section 4947(a)(1) trust ☐

CORP #

2796803

Corporation/Organization Name

FEIN

71-0880721

MAGNOLIA SCIENCE ACADEMY

Address

250 E FIRST ST, NO. 1500

City

State

ZIP Code

LOS ANGELES

CA

C Amended Return? ☐ Yes ☒ No
D Are you a subordinate/affiliate in a group exemption?
 (a) Is this a group filing for affiliates? See General Instruction L ☐ Yes ☒ No
 (b) If "Yes," enter the number of affiliates
 (c) Are all affiliates included? ☐ Yes ☐ No
 (If "No," attach a list. See instructions.)
 (d) Is this a separate return filed by an organization covered by a group ruling? ☐ Yes ☐ No
 (e) Federal Group Exemption Number
 (f) Is a roster of subordinates attached? ☐ Yes ☐ No

E Final return?

☐ Dissolved ☐ Surrendered (Withdrawn)
☐ Merged/Reorganized (attach explanation)

If a box is checked, enter date

F Check the box if the organization filed the following federal forms or schedule:(1) ☐ 990T (2) ☐ 990PF (3) ☐ (Schedule H) 990**G** If organization is exempt under R&TC Section 23701d and is exclusively religious, educational, or charitable, and is supported primarily (50% or more) by public contributions, check box. See General Instruction F. No filing fee is required. ☒**H** Accounting method used (1) ☐ Cash (2) ☒ Accrual (3) ☐ Other

I If exempt under R&TC Section 23701d, has the organization during the year: (1) participated in any political campaign or (2) attempted to influence legislation or any ballot measure, or (3) made an election under R&TC Section 23704.5 (relating to lobbying by public charities)? If "Yes," complete and attach form FTB 3509, Political or Legislative Activities by Section 23701d Organizations ☐ Yes ☒ No

J Did the organization have any changes in its activities, governing instrument, articles of incorporation, or bylaws that have not been reported to the Franchise Tax Board? If "Yes," complete an explanation and attach copies of revised documents ☐ Yes ☒ No

K Is the organization exempt under R&TC Section 23701g? ☐ Yes ☒ No
 If "Yes," enter amount of gross receipts from nonmember sources \$

L Is the organization under audit by the IRS or has the IRS audited in a prior year? ☐ Yes ☒ No

M Is the organization a Limited Liability Company? ☐ Yes ☒ No

N Did the organization file Form 100 or Form 109 to report taxable income? ☐ Yes ☒ No

Part I Complete Part I unless not required to file this form. See General Instructions B and C.

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8	1	00
	2	Gross dues and assessments from members and affiliates	2	00
	3	Gross contributions, gifts, grants, and similar amounts received	3	00
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. This line must be completed. If the result is less than \$25,000, see General Instruction B	4	0. 00
	5	Cost of goods sold	5	00
Expenses	6	Cost or other basis, and sales expenses of assets sold	6	00
	7	Total costs. Add line 5 and line 6	7	00
	8	Total gross income. Subtract line 7 from line 4	8	0. 00
Filing Fee	9	Total expenses and disbursements. From Side 2, Part II, line 18	9	00
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8	10	00
Sign Here	11	Filing fee \$10 or \$25. See General Instruction F	11	N/A 00
	12	Total payments	12	00
	13	Penalties and Interest. See General Instruction J	13	00
	14	Use tax. See General Instruction K	14	00
Paid Preparer's Use Only	15	Balance due. Add line 11, line 13, and line 14. Then subtract line 12 from the result	15	00

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Signature of officer _____ Title _____ Date _____ Telephone _____

Preparer's signature _____ Date _____ Check if self-employed ☐ Preparer's PTIN/SSN **P01385220**

Firm's name (or yours, if self-employed) and address **VAVRINEK, TRINE, DAY & CO., LLP**
10681 FOOTHILL BLVD SUITE 300
RANCHO CUCAMONGA, CA 91730
 Telephone **95-2648289**
909-466-4410

May the FTB discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

Part II Organizations with gross receipts of more than \$25,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information. See Specific Line Instructions.

028951 12-16-10

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	•	1	00	
	2	Interest	•	2	00	
	3	Dividends	•	3	00	
	4	Gross rents	•	4	00	
	5	Gross royalties	•	5	00	
	6	Gross amount received from sale of assets (See instructions)	•	6	00	
	7	Other income	•	7	00	
Expenses and Disbursements	8	Total gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1			8	0. 00
	9	Contributions, gifts, grants, and similar amounts paid	•	9	00	
	10	Disbursements to or for members	•	10	00	
	11	Compensation of officers, directors, and trustees	•	11	0. 00	
	12	Other salaries and wages	•	12	00	
	13	Interest	•	13	00	
	14	Taxes	•	14	00	
	15	Rents	•	15	00	
	16	Depreciation and depletion (See instructions)	•	16	00	
	17	Other	•	17	00	
	18	Total expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9			18	0. 00

Schedule L Balance Sheets

Beginning of taxable year

End of taxable year

Assets	(a)	(b)	(c)	(d)
1 Cash		480,084.		•
2 Net accounts receivable		258,953.		•
3 Net notes receivable				•
4 Inventories				•
5 Federal and state government obligations				•
6 Investments in other bonds				•
7 Investments in stock				•
8 Mortgage loans (number of loans)				•
9 Other investments				•
10 a Depreciable assets	570,325.			
b Less accumulated depreciation	(570,325.)		()	
11 Land				•
12 Other assets	STMT 2	39,035.		•
13 Total assets		778,072.		0.
Liabilities and net worth				
14 Accounts payable		14,635.		•
15 Contributions, gifts, or grants payable				•
16 Bonds and notes payable				•
17 Mortgages payable				•
18 Other liabilities	STMT 3	47,857.		
19 Capital stock or principle fund				•
20 Paid-in or capital surplus. Attach reconciliation				•
21 Retained earnings or income fund		715,580.		•
22 Total liabilities and net worth		778,072.		0.

Schedule M-1 Reconciliation of income per books with income per return

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than \$25,000

1 Net income per books	•	7 Income recorded on books this year not included in this return	•
2 Federal income tax	•	8 Deductions in this return not charged against book income this year	•
3 Excess of capital losses over capital gains	•	9 Total. Add line 7 and line 8	
4 Income not recorded on books this year	•	10 Net income per return.	
5 Expenses recorded on books this year not deducted in this return	•	Subtract line 9 from line 6	
6 Total.			
Add line 1 through line 5			

FORM 199	COMPENSATION OF OFFICERS, DIRECTORS AND TRUSTEES	STATEMENT	1
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NAME AND ADDRESS	TITLE AND AVERAGE HRS WORKED/WK	COMPENSATION
METIN OGUZMERT 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	PRESIDENT 2.00	0.
SAKEN SHERKHANOV 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	VICE PRESIDENT 2.00	0.
MUSTAFA KESKIN 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	TREASURER 2.00	0.
BAYRAM YENIKAYA 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	MEMBER 2.00	0.
DUYGU USTUN 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	MEMBER 2.00	0.
PAULINE GALEANO 250 E FIRST ST, NO. 1500 LOS ANGELES, CA	MEMBER 2.00	0.

TOTAL TO FORM 199, PART II, LINE 11

0.

FORM 199	OTHER ASSETS	STATEMENT	2
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DESCRIPTION	BEG. OF YEAR	END OF YEAR
OTHER	39,035.	0.
TOTAL TO FORM 199, SCHEDULE L, LINE 12	39,035.	0.

FORM 199	OTHER LIABILITIES	STATEMENT	3
DESCRIPTION	BEG. OF YEAR	END OF YEAR	
	47,857.	0.	
TOTAL TO FORM 199, SCHEDULE L, LINE 18	47,857.	0.	

FORM 199	FUND BALANCES	STATEMENT	4
DESCRIPTION	BEG. OF YEAR	END OF YEAR	
UNRESTRICTED ASSETS	715,580.	0.	
TOTAL TO FORM 199, SCHEDULE L, LINE 21	715,580.	0.	

3500**Exemption Application****Organization Information**

California Secretary of State corporation or file number 2796803		FEIN 71-0880721	
Name of organization as shown in the organization's creating document MAGNOLIA SCIENCE ACADEMY		Web address N/A	
Address (suite, room, or PMB no.) 250 E FIRST ST SUITE 1500			
City LOS ANGELES		State CA	ZIP code 90012
Telephone 213-628-3634	Second telephone	Fax	

Representative Information

Name of representative CATHERINE L GRAY		Email address LGRAY@VTDCPA.COM	
Address (suite, room, or PMB no.) 10681 FOOTHILL BLVD SUITE 300			
City RANCHO CUCAMONGA		State CA	ZIP code 91761
Telephone 909-466-4410	Second telephone	Fax 909-466-4431	

General Questions**Part I Organizational Structure**

Check the box for the type of organization and provide the listed documents. If the listed documents are not provided, the organization's request for exemption will be delayed, or denied. Copies are acceptable.

- ☒ **California Corporation** - incorporated through the California Secretary of State (SOS). See General Information E, Incorporated Organizations. Provide the articles of incorporation, including any amendments stamped by the California SOS, and the corporation's bylaws or other code of regulations.
- ☐ **Foreign Corporation** - See General Information F, Foreign Corporations.
If the corporation **qualified** through the California SOS: Provide the Statement and Designation by Foreign Corporation, stamped articles of incorporation including all amendments from the state of incorporation, the corporations bylaws or other code of regulations, and the federal exemption determination letter.
If the organization is **not qualified** through the California SOS: Provide a letter of good standing from the state of incorporation, the stamped articles of incorporation and all amendments from the state of incorporation, the corporation's bylaws or other code of regulations, and the federal exemption determination letter.
- ☐ **Unincorporated Association** - not incorporated through the California SOS. See General Information G, Unincorporated Associations. Provide the constitution, articles of association, bylaws or other code of regulations with specific language, and signed by the board of directors or other governing body.
- ☐ **Trust** - See General Information H, Trusts. Provide the trust instrument, any amendments and the trust's federal exemption determination letter.
- ☐ **Limited Liability Company (LLC)** - See General Information I, Limited Liability Companies.
If the LLC is registered in California: Provide the articles of organization (LLC-1), and any amendments stamped by the California SOS, and the operating agreement.
If the LLC is a foreign LLC registered in California: Provide the Application to Register a Foreign Limited Liability Company (Form LLC-5), letter of good standing from the state of incorporation, articles of organization from the state of incorporation including any amendments, and the operating agreement.

Be sure to include the \$25 application fee. Using black or blue ink, make the check or money order payable to the "Franchise Tax Board." Do not send cash. Make all checks or money orders payable in U.S. dollars and drawn against a U.S. financial institution. Mail form FTB 3500 to: EXEMPT ORGANIZATIONS UNIT MS F-120, FRANCHISE TAX BOARD, PO BOX 1286, RANCHO CORDOVA CA 95741-1286.

Under penalties of perjury, I declare that I have examined this application, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete.

DATE	SIGNATURE OF OFFICER OR REPRESENTATIVE	TITLE
------	--	-------

Organization Name: MAGNOLIA SCIENCE ACADEMY

Corp Number/SOS file number: 2796803

Part II Narrative of Activities

1 Has the organization already received tax-exempt status under IRC Sections 501(c)(3), 501(c)(4), 501(c)(5), 501(c)(6), or 501(c)(7) at the federal level? 1 ☒ Yes ☐ No
If "Yes," the organization may choose to file form FTB 3500A, Submission of Exemption Request, if the tax-exempt status was not previously revoked. For more information, get form FTB 3500A.
If "No," continue.

2 Enter the California Revenue and Taxation Code (R&TC) section that best fits the organization's purpose/activity. See the Exempt Classification Chart on page 5. 2 **R&TC Section 23701** D

3 Enter the date the organization formed. 3 08/15/2005
mm / dd / yyyy

4 Was the organization formed in another state? 4 ☐ Yes ☒ No
If "Yes," answer question 4a and question 4b.

a List the state where the organization was formed. 4a _____

b Is the organization qualified through the California SOS? 4b ☒ Yes ☐ No
If "Yes," enter the date qualified. 08/15/2005
mm / dd / yyyy

5 What is the organization's annual accounting period ending? (must end on the last day of the calendar or fiscal year). 5 06/30
mm / dd

6 What is the primary purpose of the organization?
PUBLIC CHARTER SCHOOL

7 Is the organization currently conducting, or plan to conduct activities? 7 ☐ Yes ☒ No
If "Yes," enter the date the activities began, or will begin. mm / dd / yyyy

If "No," explain why the organization is not planning any activities.

THE ORGANIZATION WAS A CALIFORNIA PUBLIC CHARTER SCHOOL ORGANIZED AND OPERATED UNTIL JUNE 2010. THE ORGANIZATION NEVER APPLIED FOR TAX EXEMPT STATUS. WE ARE APPLYING FOR RETROACTIVE STATUS AT THE DIRECTION OF THE FTB.

Part II Narrative of Activities (continued)

8 Describe the organization's past, present, and planned activities below. Do not merely refer to or repeat the language in the organizational document. List each activity separately, in the order of importance based on the relative time and other resources devoted to the activity. Indicate the percentage of time for each activity. Each description should include a:

- a Detailed description of the activity, including its purpose and how it furthers the organization's exempt purpose.
- b Detailed description of when the activity was or will be initiated.
- c Detailed description of where and by whom the activity will be conducted.

A CALIFORNIA PUBLIC CHARTER SCHOOL

Organization Name: MAGNOLIA SCIENCE ACADEMY

Corp Number/SOS file number: 2796803

Part III Financial Data

Complete the financial statement for the current year and for each year you are applying for tax-exempt status. For additional years attach separate sheets and see page 5 for more information. List the account period beginning to the account period ending. Example: mm/yyyy.

Current Tax
Year/Proposed
Budget

	From 07/14	From 07/13	From 07/12	From 07/11	Total
	To 6/15	To 6/14	To 06/13	To 6/12	
RECEIPTS					
Gifts, grants, and contributions received	0	0	0.	0	0
Fundraising					
Membership income, dues, and assessments					
Nonmembership income					
Gross amounts derived from activities not related to exempt purposes					
Gross receipts from admissions					
Gross receipts from commissions					
Gross receipts from advertising					
Gross receipts from sale of merchandise					
Gross receipts from services provided					
Gross investment income					
Gross receipts from furnishing of facilities					
Gross royalty income					
Gross rental income					
Gain or loss from sale of capital assets					
Other income (attach sheet itemizing each type)					
TOTAL RECEIPTS	0	0	0	0	0

EXPENSES

Expenses directly related to the organization's exempt purposes					
Expenses not related to the organization's exempt purposes/activities					
Contributions, gifts, grants, and similar amounts paid (attach schedule)					
Disbursements to or for member benefit (attach schedule)					
Compensation of officers					
Compensation of directors					
Compensation of trustees					
Professional fees/private contractors					
Other salaries and wages					
Rental expenses (occupancy)					
Fundraising expenses					
Advertising expenses					
Other (including all operational and administrative expenses - attach sheet)					
TOTAL EXPENSES	0	0	0	0	0
EXCESS OF RECEIPTS OVER EXPENSES	0	0	0	0	0

Organization Name: MAGNOLIA SCIENCE ACADEMYCorp Number/SOS file number: 2796803**Part III Continued****Balance Sheet (for the organization's most recently completed tax year)****Assets**Year End: 6/30/15

1	Cash.	1	0
2	Accounts receivable, net	2	
3	Inventories.	3	
4	Bonds and notes receivable.	4	
5	Corporate stocks	5	
6	Loans receivable	6	
7	Other investments	7	
8	Depreciable and depletable assets.	8	
9	Land.	9	
10	Other assets (attach an itemized list).	10	
11	Total assets (add line 1 through line 10).	11	

Liabilities

12	Accounts payable	12	0
13	Contributions, gifts, grants, etc., payable.	13	
14	Mortgages and notes payable.	14	
15	Other liabilities.	15	
16	Total liabilities (add line 12 through line 15).	16	0

Fund Balances or Net Assets

17	Total fund balances or net assets	17	
18	Total liabilities and fund balances or net assets (add line 16 and line 17).	18	0

19 Has there been any substantial change in the organization's assets or liabilities since the end of the period shown above? If "Yes," explain 19 ☐ Yes ☒ No

Part IV Officers, Directors and Trustees

List names, titles, and mailing addresses of all officers, directors, and trustees. For each person listed, state their total annual compensation, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet.

Name	Title	Mailing Address	Compensation Amount (annual actual or estimated)
METIN OGUZMERT	PRESIDENT	250 E FIRST ST LOS ANGELES, CA 90012	NONE
SAKEN SHERKHANOV	VICE PRES	250 E FIRST ST LOS ANGELES, CA 90012	NONE
MUSTAFA KESKIN	TREASURER	250 E FIRST ST LOS ANGELES, CA 90012	NONE
NICHOLE ATAIZI	MEMBER	250 E FIRST ST LOS ANGELES, CA 90012	NONE
BAYRAM YENIKAYA	MEMBER	250 E FIRST ST LOS ANGELES CA 90012	NONE
DUYGU USTUN	MEMBER	250 S FIRST ST LOS ANGELES CA 90012	NONE

Organization Name: MAGNOLIA SCIENCE ACADEMY

Corp Number/SOS file number: 2796803

Part IV Officers, Directors and Trustees (continued)

Will any incorporator, founder, board member or other person(s) or entity:

1 Share any facilities with the organization? 1 ☐ Yes ☒ No

If "Yes," describe the facility and state any rents charged.

Name	Title	Facility Description	Address	Rent charged

2 Rent, sell, or transfer property to this organization? 2 ☐ Yes ☒ No

If "Yes," explain the parties involved and each transaction in detail.

Name	Title	Property Description	Value of Property	Type of Transaction

3 Be compensated for services other than performing as a board member or employee? 3 ☐ Yes ☒ No

If "Yes," explain services performed and monies received. Also list the name of other directors, indicating their blood or marriage/RDP relationship, if any, to the compensated directors.

Name	Title	Services Performed	Compensation	Relationship

Organization Name: MAGNOLIA SCIENCE ACADEMY

Corp Number/SOS file number: 2796803

Part V History

- 1 List any previous California entity ID numbers assigned to the organization. 1 ☒ None

--

- 2 Was this organization previously granted, denied, or revoked exemption by the Internal Revenue Service? 2 ☒ Yes ☐ No

If "Yes," complete the information below and provide a copy of any federal exemption determination letters received.

☒ Granted, IRC Section 501(c) <u>3</u>	☐ Denied	☐ Revoked
Date:	Date:	Date:

- 3 a Was this organization previously granted, denied, or revoked exemption by California? 3a ☐ Yes ☒ No

If "Yes," complete the information below and provide a copy of any state determination letters received.

☐ Granted, R&TC Section 23701 _____	☐ Denied	☐ Revoked
Date:	Date:	Date:

- b Are you filing an abbreviated form FTB 3500 requesting reinstatement of a revoked tax-exempt status?

(See instructions) 3b ☐ Yes ☒ No

- 4 Has the organization filed any federal returns? 4 ☒ Yes ☐ No

If "Yes," state the type of return (990 or 1120 series) and years filed.

990 2006-2010

Part VI Specific Activities

- 1 Does or will the organization participate in fund-raising activities? 1 ☐ Yes ☒ No

If "No," explain below the source of funds for the organization.

If "Yes," check all the fund-raising programs the organization conducts, or will conduct.

- | | |
|--|--|
| ☐ Mail solicitations
☐ Email solicitations
☐ Personal solicitations
☐ Vehicle, boat, plane, or similar donations
☐ Foundation grant solicitations | ☐ Phone solicitations
☐ Accept donations on the organization's website
☐ Receive donations from another organization's website
☐ Government grant solicitations
☐ Other |
|--|--|

Describe each fund-raising program. For each checked activity, describe the funds raised, how the activity is conducted, and for what specific purpose the funds will be used.

--

Organization Name: MAGNOLIA SCIENCE ACADEMY

Corp Number/SOS file number: 2796803

Part VI Specific Activities (continued)

- 2 a Does the organization conduct any gaming activities (bingo, raffles, etc)? 2a ☐ Yes ☒ No
If "Yes," describe the gaming activities.

- b Is gaming the organization's only activity? 2b ☐ Yes ☐ No

- 3 Does or will the organization lease any property? 3 ☐ Yes ☒ No
If "Yes," explain in detail. Include the amount of rent, a description of the property, and any relationship between the applicant organization and the other party. Also, attach a copy of the rental or lease agreement.

- 4 Does or will the organization publish, sell, or distribute any literature? 4 ☐ Yes ☒ No
If "Yes," describe the literature or attach samples. Include any internet sites.

- 5 Does or will the organization publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? 5 ☐ Yes ☒ No
If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed.

- 6 Does or will the organization accept contributions of real property, conservation easements, closely held securities, intellectual property such as patents, trademarks, and copyrights, works of music or art, licenses, royalties, automobiles, boats, planes, or other vehicles, or collectibles of any type? 6 ☐ Yes ☒ No
If "Yes," describe each type of contribution, any conditions imposed by the donor in the contribution, and any agreements with the donor regarding the contribution.

- 7 Does or will the organization operate outside of the United States? 7 ☐ Yes ☐ No
If "Yes," (a) name the countries and regions within the countries in which the organization operates, (b) describe the operations in each country and region in which the organization operates, (c) describe how the operations in each country and region further the organization's exempt purpose.

ATTACHMENT TO PAGE 5, Part IV Officers, Directors and Trustees

NAME	TITLE	MAILING ADDRESS	COMPENSATION
PAULINE GALEANO	MEMBER	250 E FIRST ST LOS ANGELES, CA 90012	NONE
VAROL GURLER	MEMBER	250 E FIRST ST LOS ANGELES, CA 90012	NONE

Organization Name: MAGNOLIA SCIENCE ACADEMY

Corp Number/SOS file number: 2796803

Section D R&TC Section 23701d - Religious, charitable, scientific, literary, or educational organization

1 Check the box(es) below that best describes the organization.

- | | | | |
|---|---|--|---|
| ☐ Charitable | ☐ Church | ☐ Credit Counseling | ☐ Other type of organization |
| ☒ Educational | ☐ School | ☐ Testing for public safety | |
| ☐ Prevent cruelty to children or animals | ☐ Hospital, Medical Center | ☐ Literary | |
| ☐ Religious | ☐ Scientific | ☐ Qualified sports organization | |

Describe how the organization qualifies for tax-exempt status as the type of organization checked above.

A CALIFORNIA PUBLIC CHARTER SCHOOL

2 Has the organization received or expect to receive 10% or more of its assets from any organization or group of affiliated organizations (affiliated through stockholding, common ownership, or otherwise), any individuals, or members of a family group (brother or sister whether whole or half blood, spouse/RDP, ancestor or lineal descendant)? 2 ☐ Yes ☒ No

If "Yes," explain.

3 Does the organization attempt to influence legislation? 3 ☐ Yes ☒ No
If "Yes," explain how the organization attempts to influence legislation.

4 Does the organization support or oppose candidates in political campaigns in any way? 4 ☐ Yes ☒ No
If "Yes," explain.

5 Does the organization hold, or plan to hold, 10% or more of any class of stock or 10% or more of the total combined voting power of stock in any corporation? 5 ☐ Yes ☒ No
If "Yes," explain.

- 6 a Does the organization operate as a church? 6a ☐ Yes ☒ No
If "Yes," complete Schedule A, Churches, on side 21.
- b Is the organization's main function to provide hospital or medical care? 6b ☐ Yes ☒ No
If "Yes," complete Schedule B, Hospitals, on side 23.
- c Is the organization a credit counseling organization? 6c ☐ Yes ☒ No
If "Yes," complete Schedule C, Credit Counseling Organizations, on side 25.

Magnolia Public School - Sherman Way Reseda
Information from California Department of Education websit

CDSCode	NCESDist	NCESSchool	StatusType	County	District	School	Street	StreetAbr	City	Zip	State
19647336119945	0622710	10524	Active	Los Angeles	Los Angeles Unified	Magnolia Science Academy	18238	Sherman Way	Reseda	91335-4550	CA
Phone	Ext	Website	OpenDate	ClosedDate	Charter	CharterNum					
(818)	609-0507		2002-09-12	Y	0438	Directly funded 54	Unified School District 62	Intermediate/Middle Schools (Public)	TRAD	Tradition	
EILCode	EILName	GSoffered	GSserved	Virtual	Latitude	Longitude	AdmFName1	AdmLName1	AdmEmail1	AdmFName2	
Elementary-High Combination	6-12	6-12	N	34.201083	-118.53054	Mustafa Sahin	msahin@magnoliapublicschools.org				

nal ELEMHIGH

AdmLName2 AdmEmail2 AdmFName3 AdmLName3 AdmEmail3 LastUpdate

California School Directory

School: Magnolia Science Academy

County	Los Angeles
District	<u>Los Angeles Unified</u>
School	Magnolia Science Academy
CDS Code	19 64733 6119945
Low Grade	6
High Grade	12
Web site	
School Email	
Phone Number	(818) 609-0507
Fax Number	(818) 609-0534
Charter	Yes
Charter Number	0438
Charter Funding Type	Directly funded
NCES/Federal School ID	10524

School Address	18238 Sherman Way Reseda, CA 91335-4550 Google Map ↗
Mailing Address	18238 Sherman Way Reseda, CA 91335-4550
Administrator(s)	Mustafa Sahin Principal msahin@magnoliapublicschools.org
Status	Active
Open Date	2002-09-12
School Type	Intermediate/Middle Schools (Public)
Year Round	No
Statistical Info	Quick Link to DataQuest Reports
CDS Coordinator (Contact for Data Updates)	Grace Pang Bovy 213-241-2450 E-mail Update Request

KAMALA D. HARRIS
Attorney General

State of California
DEPARTMENT OF JUSTICE



1300 I Street
P. O. Box 903447
Sacramento, CA 94203-4470
Telephone: (916) 445-2021 Ext. 4
Fax: (916) 444-3651
E-Mail Address: Registration@doj.ca.gov

October 20, 2011

MAGNOLIA SCIENCE ACADEMY
18258 SHERMAN WAY
RESEDA CA 91335

CT FILE NUMBER: CT0176758

**SUBJECT: REGISTRATION AND REPORTING REQUIREMENTS FOR
EDUCATIONAL ESTABLISHMENTS**

Based on a review of information in our recently automated database, it is our understanding that the IRS has classified the above-named organization as an educational institution and that it provides classroom education. As such, it is exempt from the filing, registration and annual reporting provisions of the Supervision of Trustees and Fundraisers for Charitable Purposes Act ("the Act"). (See Gov. Code section 12580 et seq.) Accordingly, please do not continue to submit registration renewal forms (RRF-1) or copies of the organization's IRS Form 990 to the Registry of Charitable Trusts (unless required to submit a copy of IRS Form 990-PF as noted below).

While the organization is not subject to the filing, registration and annual reporting provisions of the Act, it is still subject to all other provisions, which include but are not limited to review of executive compensation (section 12586(g)) and Attorney General oversight (section 12588). Check numbers 5789 and 5385 are being returned to your organization as you are not required to file annual reports.

If you have any questions regarding the foregoing, please contact us at the email address shown above.

Sincerely,

Staff Services Analyst
Registry of Charitable Trusts

For

KAMALA D. HARRIS
Attorney General



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II F
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, Chief External Officer
RE:	Approval of Local Control and Accountability Plans for all Magnolia Science Academies

Proposed Board Recommendation

I move that the board approve the Local Control and Accountability Plans (LCAPs) for all Magnolia Science Academies.

Background

As a critical component of the LCFF law, every charter school must engage parents and community to create a Local Control and Accountability Plan (LCAP). The LCAP is intended to be a comprehensive planning tool.

Each plan must describe:

- School-wide goals, as well as specific actions to be taken to achieve the goals for all students, including specific subgroups of students, in each of **the eight state priority areas**, plus any locally identified priority areas.
- Expected progress toward meeting the goals—and as part of a schools required annual update of the plan, the school must describe actual progress made toward meeting the goals and describe any adjustments to be made.
- Expenditures required to implement each of the goals and actions, including a description of how additional funds provided for low-income students, English learners and foster youth will be used to increase or improve services for these students.
- The process used to involve parents, students, community members, school employees and other stakeholders in developing, reviewing and supporting implementation of the LCAP.

The MPS home office has been collaborating with the schools in ensuring that all the LCAPs are aligned to the 8 state priorities and that the schools are meaningfully engaging the parents and the community.



MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683

P: (714) 892-5066 F: (714) 362-9588

Budget Implications

There are no budget implications

Name of Staff Originator:

Alfredo Rubalcava, Chief External Officer

Attachments

All 11 MPS LCAPs

Introduction:

LEA: Magnolia Science Academy-1 Contact (Name, Title, Email, Phone Number): Mustafa Sahin, Principal, msahin@magnoliapublicschools.org, (818) 609-0507
 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-1 (“MSA-1” or “Charter School”) has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, Dean meetings, and staff meetings. In addition, the Charter School conducts surveys for parents, students, and teachers and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders. The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for LEP students and immigrants, and a WASC action plan for continual school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.	All major groups have been informed of the LCAP work and given an opportunity to participate. The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP: ▪ Fully implement state-adopted ELA and math academic content and performance standards for all students, including subgroups, and support teacher professional development ▪ Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement ▪ Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets ▪ Analyze our programs for EL, SWD, and FY to provide increased instructional support to all student subgroups, including these student groups ▪ Develop college-preparedness ▪ Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in the Charter School to maintain sense of safety and school connectedness
Annual Update: The Charter School held its periodical meetings in 2015-16 to gather input from its stakeholders. These include 8 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 5 parent activities/events including 6 Coffee with the Principal meetings, weekly staff meetings and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey. Parent participation rate in the survey was 76%. The Charter School staff made 355 home visits during 2015-16 and sought feedback from the parents for school improvement.	Annual Update: Based on input from all stakeholders and available data through surveys and student achievement/school data, the Charter School has updated its LCAP. Some of the updates include: ▪ Purchasing of common-core aligned instructional materials ▪ Addition of school-level support positions, e.g., instructional coach ▪ Improvements in English Learner services ▪ Expanding summer school ▪ Increasing employee salaries and implementing performance pay ▪ Increasing college preparedness by offering “Advisory” classes, a college planning and career exploration program for students, offering special programs to prepare students for the SAT/ACT tests, and encouraging students to take AP courses and participate in the EAP ▪ Investing in effective technology to enhance instruction in the classroom ▪ Offering an annual STEAM festival and a STEAM expo ▪ Other input includes improving school facilities, identification and support of immigrant students and foster youth, decreasing truancy and sustaining after school and Saturday programs.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	All	<u>✓ ALL</u> ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$32,000.00 5800-BTSA expenses, EL authorization fees
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.	All	<u>✓ ALL</u> ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually review alignment of instructional materials to standards.	All	<u>✓ ALL</u> ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.	All	<u>✓ ALL</u> ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	All	<u>✓ ALL</u> ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$239,200.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.	All	<u>✓ ALL</u> ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient	

		__ Other Subgroups:(Specify)_____	
Priority 1: ▪ Daily general cleaning by custodial staff will maintain campus cleanliness.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$100,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Priority 2: ▪ Charter School will ensure curricula and assessments are aligned to the CCSS.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$6,000.00 MAP testing fees
Priority 2: ▪ Teachers will participate in professional development on the implementation of CCSS.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$5,000.00 5800 Professional Development on CCSS
Priorities 2 & 4 & 8: ▪ Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$5,000.00 5800 Professional Development on EL strategies
Priorities 2 & 4 & 8: ▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$35,000.00 Power English and Power Math teacher salaries (Title I funds)
Priorities 2 & 4 & 8: ▪ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$10,000.00 After school and Saturday ELA and math tutoring (Title I funds)
Priorities 2 & 4 & 8: ▪ Charter School will synthesize CAASPP and MAP student achievement and growth data,	All	<u>✓ ALL</u>	\$100,000.00

as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Dean of Academics salary & benefits \$160,000.00 Title I/Intervention teacher salary & benefits (Title I funds)
Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$70,000.00 College Advisor salary & benefits
Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	English Learners Redesignated fluent English proficient	<u>ALL</u> OR: __Low Income pupils <u>✓</u> English Learners __Foster Youth <u>✓</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$15,000.00 ELD core materials \$5,000.00 ELD supplemental materials \$5,000.00 Focused PD on ELD standards
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	All	<u>ALL</u> OR: __Low Income pupils <u>✓</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$75,000.00 AP teacher salaries & benefits AP workshops AP test fees
Priority 4: Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$90,000.00 College Advisor salary & benefits College Readiness classes teacher salaries

			& benefits
		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups: (Specify) _____	

GOAL #2:	All students will become independent, innovative scholars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ ☒ 8__ ☒ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Priority 7: ▪ To increase access to all possible courses and programs		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Priority 7: - Charter School will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. 100% of students will have sufficient access to all academic and educational programs provided by the Charter School. - At least 5% of all students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club. - At least 90% of our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study. Priority 8: - At least 80% of all students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo. - At least 80% of all students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency. - At least 80% of all students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 7: ▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 7: ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$100,000.00 Dean of Academics salary & benefits
Priority 7: ▪ Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Priority 7: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$70,000.00 Computer/Technology teacher salaries & benefits \$20,000.00 Focused PD on Blended Learning and Arts

GOAL #3:	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3__✓ 4__ 5__✓ 6__✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	▪ Priority 3: ▪ To increase parental involvement and seek parent input for making decisions for the Charter School ▪ To promote parent participation ▪ Priority 5: ▪ To increase student attendance ▪ To avoid chronic absenteeism ▪ To avoid middle school dropout ▪ To avoid high school dropout ▪ To increase high school graduation rate ▪ Priority 6: ▪ To avoid student suspension ▪ To avoid student expulsion ▪ To increase the sense of safety and school connectedness		
Goal Applies to:	Schools:	All	Applicable Pupil Subgroups: All
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	▪ Priority 3: ▪ Charter School will hold a minimum of 4 SSC meetings per year. ▪ Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. ▪ Charter School will hold a minimum of 7 Parent Task Force (PTF) meetings per year. ▪ Charter School will hold a minimum of 5 parent activities/events per year. ▪ Teachers will update SIS records weekly. ▪ Charter School will send a minimum of 4 progress reports/cards to parents per year. ▪ At least 25% of Charter School's students will be home-visited by the teachers. ▪ Priority 5: ▪ Charter School will maintain an ADA rate of at least 95%. ▪ Charter School will maintain a chronic absenteeism rate of no more than 1%. ▪ Charter School will maintain a middle school dropout rate of no more than 1%. ▪ Charter School will maintain a high school dropout rate of no more than 1%. ▪ Charter School will maintain a four-year cohort graduation rate of at least 75%. ▪ Priority 6: ▪ Charter School will maintain a student suspension rate of no more than 4%. ▪ Charter School will maintain a student expulsion rate of no more than 1%. ▪ Student participation rate in the school experience survey will be at least 80%. ▪ Parent participation rate in the school experience survey will be at least 50%. ▪ Staff participation rate in the school experience survey will be at least 80%. ▪ Approval rating on school experience surveys of students, parents, and staff will be at least 80%.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	English Learners	<u>ALL</u> OR: ___ Low Income pupils <u>✓</u> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$40,000.00 5800-SIS fees
Priority 3: Charter School will communicate with the parents of academically low-achieving students.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient	

		__ Other Subgroups:(Specify)_____	
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$10,000.00 Home-visit stipends (Title I funds)
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$180,000.00 Dean of Culture salary & benefits Life Skills teacher salary & benefits
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$55,000.00 Attendance clerk salary & benefits
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$70,000.00 College Advisor salary & benefits
Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$10,000.00 Fuel Ed and APEX credit recovery course fees
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$100,000.00 Dean of Students salary & benefits
Priority 6: Teachers will establish classroom management procedures, foster positive	All	<u>✓ ALL</u>	\$25,000.00

relationships, and help create an atmosphere of trust, respect, and high expectations.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Teacher PD on Edge Coaching
Priority 6: ▪ Charter School staff will acknowledge and encourage positive student behavior and improvements.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 6: ▪ Charter School will annually administer school experience surveys to students, parents, and staff.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$5,000.00 Survey expenses

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

	- At least 80% of students in grade 11 will participate in the EAP assessment. - At least 50% of students who participate in the EAP assessment will demonstrate college preparedness. Priority 8: - At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives.		African American	N/A	N/A	N/A	N/A
			- API data is not available at this time. 100% of graduating seniors have successfully completed courses that satisfy the UC/CSU or career technical education program requirements in 2014-15. We expect a rate of 100% in 2015-16, too. 2014-15: 100% 2015-16: 100% (expected) - The percentage of EL students who are reclassified has increased by 2% from the prior year. 2014-15: 28% 2015-16: 30% 39% of the graduating seniors passed an AP exam with a score of 3 or higher in 2014-15. We expect a rate of 43% in 2015-16. 2014-15: 39% 2015-16: 43% (expected) 97% of students in grades 9-11 participated in the PSAT test in 2015-16. 81%(ELA) 41%(math) of students who participated in the PSAT test met or exceeded college readiness benchmarks for their grade level. 100% of students in grade 11 participated in the EAP assessment in 2014-15. We expect a rate of 100% in 2015-16. 62%(ELA) 29%(math) of students who participated in the EAP assessment demonstrated college preparedness (performed Ready and Conditionally Ready) in 2014-15. We expect a rate of 67%(ELA) and 34% (math) in 2015-16. Priority 8: 80% of all students enrolled in the Charter School for a full academic year received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives. We expect a rate of 85% in 2015-16.				

LCAP Year: 2015-16

Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.		\$10,000.00 5800-BTSA expenses, EL authorization fees	Priority 1: All teacher credentials have been reviewed. Charter School has supported 2 of its teachers for their credentialing needs.		\$7,000.00 5800-BTSA expenses, EL authorization fees
Scope of service:			Scope of service:		
✓_ALL			✓_ALL		

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ☐ Charter School will annually review master schedule/teacher assignments to ensure compliance.		Priority 1: ☐ Charter School is compliant with its teacher assignments.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ☐ Charter School will annually review alignment of instructional materials to standards.		Priority 1: ☐ Charter School has reviewed its current instructional materials and they are aligned to standards.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ☐ Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.		Priority 1: ☐ Charter School keeps an inventory of instructional materials and corresponding purchase of materials.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ☐ Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	\$333,000.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: ☐ Charter School has used its budget to ensure sufficient access to instructional materials.	\$248,608.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	

Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.		Priority 1: Charter School has done annual and monthly facility inspections to screen for safety hazards.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
	\$95,000.00		\$67,905.00
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits	Priority 1: Charter School has maintained its campus cleanliness through daily general cleaning.	5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 2: Charter School will ensure curricula and assessments are aligned to the CCSS.	\$10,000.00 MAP testing fees	Priority 2: Charter School implements curricula and assessments aligned to the CCSS.	\$10,000.00 MAP testing fees
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 2: Teachers will participate in professional development on the implementation of CCSS.	\$50,000.00 5800 Professional Development on CCSS	Priority 2: Teachers have participated in professional development on the implementation of CCSS.	\$10,000.00 5800 Professional Development on CCSS
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$10,000.00 5800 Professional	Priorities 2 & 4 & 8: Charter School provides CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$4,000.00 5800 Professional

	Development on EL strategies		Development on EL strategies
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	\$35,000.00 Power English and Power Math teacher salaries (Title I funds)	Priorities 2 & 4 & 8: During the day, Charter School provides additional supports and interventions to all students, including ELs.	\$35,000.00 Power English and Power Math teacher salaries (Title I funds)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$35,000.00 After school and Saturday ELA and math tutoring (Title I funds)	Priorities 2 & 4 & 8: Charter School provides additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$35,000.00 After school and Saturday ELA and math tutoring (Title I funds)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	\$90,000.00 Dean of Academics salary & benefits \$145,000.00 Title I/Intervention teacher salary & benefits (Title I funds)	Priorities 2 & 4 & 8: Charter School synthesizes CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets.	\$90,000.00 Dean of Academics salary & benefits \$145,000.00 Title I/Intervention teacher salary & benefits (Title I funds)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: ☐ Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.		Priority 4: ☐ API data is not available at this time. Charter School synthesizes other state and federal accountability information into reports and regularly reviews progress towards targets.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: ☐ Charter School will offer courses that meet UC/CSU admission requirements.		Priority 4: ☐ Charter School offers courses that meet UC/CSU admission requirements.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: ☐ Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.		Priority 4: ☐ Charter School offers 4-year academic plans, outlining the classes students will take during their four years of high school.	
	\$65,000.00		\$65,000.00
Priority 4: ☐ Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.	College Advisor salary & benefits	Priority 4: ☐ Charter School offers 4-year academic plans, outlining the classes students will take during their four years of high school.	College Advisor salary & benefits
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: ☐ Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.		Priority 4: ☐ Charter School has identified ELs by proficiency level, provided ELD instruction aligned to the new standards, and monitored student progress in program implementation according to its EL Master Plan.	
	\$20,000.00 ELD core materials \$10,000.00 ELD supplemental materials \$10,000.00 Focused PD on ELD standards		\$5,000.00 ELD core materials \$10,000.00 ELD supplemental materials \$4,000.00 Focused PD on ELD standards

Scope of service: __ ALL OR: __ Low Income pupils ☒ English Learners __ Foster Youth ☒ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$45,000.00 AP teacher salaries & benefits AP workshops AP test fees	Scope of service: __ ALL OR: __ Low Income pupils ☒ English Learners __ Foster Youth ☒ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$40,000.00 AP teacher salaries & benefits AP workshops AP test fees
Priority 4: ▪ Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.		Priority 4: ▪ Based on student needs and interests, Charter School has offered the following AP courses this year: AP Spanish, AP Calculus AB/BC, AP Government, AP World History, AP US History, AP Studio Art, AP Language, AP Literature, AP Computer	
Scope of service: ☒ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Scope of service: ☒ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 4: ▪ Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	\$65,000.00 College Advisor salary & benefits College Readiness classes teacher salaries & benefits	Priority 4: ▪ Charter School has offered "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.	\$65,000.00 College Advisor salary & benefits College Readiness classes teacher salaries & benefits
Scope of service: ☒ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		Scope of service: ☒ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. ▪ Charter School will continue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted based on how many teachers will have credentialing needs. ▪ Charter School has made a checklist of instructional materials to be used next year and made a purchase order for next year to ensure sufficient access to materials. Expenditure amount will be adjusted based on the number of instructional materials needed. ▪ Charter School will continue to do annual and monthly facility inspections to screen for safety hazards. Expenditure amount will be adjusted based on repair and cleaning needs. ▪ Charter School will continue to provide professional development to all of its teachers to ensure 100% implementation of CCSS. Expenditure amount will be adjusted based on PD needs.		

	▪ Charter School has revised its EL Master Plan to better serve the needs of our EL students. Charter School will continue to provide EL support and interventions. Expenditure amount will be adjusted based on the ELD materials and PD needs. ▪ Charter School will continue to use the MAP test to set targets for student subgroups and each student. Charter School will continue to regularly review student performance towards targets and provide additional supports and interventions. Expenditure amount will be adjusted based on the number of instructional support personnel. ▪ Charter School will continue to provide courses that meet UC/CSU requirements. Our college advisor will continue to work with our students on their 4-year academic plans. ▪ Charter School will to offer the same AP courses next year and add additional courses depending on student needs and interests. ▪ Charter School will continue to offer Advisory and College Readiness classes in high school.
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OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.		Priority 7: Charter School has designed its master schedule to meet the needs of all students.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		Priority 1: Charter School offers "Advanced Math" class and club to students in grades 6-8.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	\$00.00 STEAM Festival and Expo expenses	Priority 7: Charter School has provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School has organized a local STEAM festival. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities.	\$15,000.00 STEAM Festival and Expo expenses
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	\$160,000.00 Computer/Technology teacher salaries & benefits	Priority 7: Charter School offers Computer/Technology classes and/or blended learning experience for our students.	\$160,000.00 Computer/Technology teacher salaries & benefits
☒ ALL		☒ ALL	

OR:
☐ Low Income pupils ☐ English Learners
☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other
 Subgroups:(Specify)_____

OR:
☐ Low Income pupils ☐ English Learners
☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other
 Subgroups:(Specify)_____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Goal, actions, and services will be maintained.

- Charter School will continue to provide core courses and electives as outlined in its charter petition and provide 100% access to all students.
- Charter School will continue to expand its online course offerings through Fuel Education and/or McGraw Hill Curriculum and/or APEX.
- Charter School will continue to offer "Advanced Math" class and club to students in grades 6-8.
- Charter School will continue to organize a local STEAM festival, participate in the Magnolia-wide STEAM expo and county-wide science fairs and activities.
- Charter School will continue to offer Computer/Technology classes and/or blended learning experience for our students. Charter School will continue to provide PD to our staff on Blended Learning.

Original GOAL from prior year LCAP:	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3✓ 4__ 5✓ 6✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Priority 3: - Charter School will hold a minimum of 4 SSC meetings per year. - Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. - Charter School will hold a minimum of 4 Parent Task Force (PTF) meetings per year. - Charter School will hold a minimum of 5 parent activities/events per year. - Teachers will update SIS records weekly. - Charter School will send a minimum of 4 progress reports/cards to parents per year. - At least 25% of Charter School's students will be home-visited by the teachers. Priority 5: - Charter School will maintain an ADA rate of at least 95%. - Charter School will maintain a chronic absenteeism rate of no more than 1%. - Charter School will maintain a middle school dropout rate of no more than 1%. - Charter School will maintain a high school dropout rate of no more than 1%. - Charter School will maintain a four-year cohort graduation rate of at least 75%. Priority 6: - Charter School will maintain a student suspension rate of no more than 5%. - Charter School will maintain a student expulsion rate of no more than 1%. - Student participation rate in the school experience survey will be at least 80%. - Parent participation rate in the school experience survey will be at least 25%. - Staff participation rate in the school experience survey will be at least 90%. - Approval rating on school experience surveys of students, parents, and staff will be at least		Actual Annual Measurable Outcomes:	Priority 3: - Charter School has held 3 SSC meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. - Charter School has held 3 English Learner Advisory Committee (ELAC) meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. - Charter School has held 7 Parent Task Force (PTF) meetings in 2015-16 so far and will have held a total of 8 meetings by the end of the school year. - Charter School has held more than 5 parent activities/events this year. - Teachers update SIS records weekly. - Charter School has sent 5 progress reports/cards to parents in 2015-16 so far and will have sent a total of 6 progress reports/cards by the end of the school year. 40% of Charter School's students have been home-visited by the teachers in 2015-16 so far. Priority 5: - Charter School maintained an ADA rate of 95% in 2014-15. Our rate in 2015-16 so far is 95% and we expect a rate of at least 95% by the end of the school year. - Charter School maintained a chronic absenteeism rate of 7% in 2014-15. Our rate in 2015-16 so far is 7% and we expect a rate of 5% by the end of the school year. - Charter School maintained a middle school dropout rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. - Charter School maintained a high school dropout rate of 1% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. - Charter School maintained a four-year cohort graduation rate of 95% in 2014-15. We expect a rate of 95% by the end of the 2015-16 school year. Priority 6: - Charter School maintained a student suspension rate of less than 1% in 2014-15. Our rate

	85%.		in 2015-16 so far is less than 1% and we expect a rate of no more than 4% by the end of the school year. - Charter School maintained a student expulsion rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. - Student participation rate in the school experience survey is 89% in 2015-16. - Parent participation rate in the school experience survey is 75% in 2015-16. - Staff participation rate in the school experience survey is 90% in 2015-16. - Approval rating on school experience surveys in 2015-16: Students: 63% Parents: 91% Staff: 95%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.		Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.		Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.		Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: ☐ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.		Priority 3: ☐ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: ☐ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$28,200.00 5800-SIS fees	Priority 3: ☐ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$28,200.00 5800-SIS fees
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: ☐ Charter School will communicate with the parents of academically low-achieving students.		Priority 3: ☐ Charter School will communicate with the parents of academically low-achieving students.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: ☐ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$20,000.00 Home-visit stipends (Title I funds)	Priority 3: ☐ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$10,000.00 Home-visit stipends (Title I funds)
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	

Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	\$160,000.00 Dean of Culture salary & benefits Life Skills teacher salary & benefits	Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all its students and families. Academic and socio-emotional support will be provided to address student needs.	\$160,000.00 Dean of Culture salary & benefits Life Skills teacher salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$30,000.00 Attendance clerk salary & benefits	Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$30,000.00 Attendance clerk salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	\$65,000.00 College Advisor salary & benefits	Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	\$65,000.00 College Advisor salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	\$00.00 Fuel Ed credit recovery course fees	Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	\$5,000.00 Fuel Ed credit recovery course fees
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	

Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	\$85,000.00 Dean of Students salary & benefits	Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	\$85,000.00 Dean of Students salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	\$10,000.00 Teacher PD on Edge Coaching	Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	\$10,000.00 Teacher PD on Edge Coaching
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.		Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	\$3,000.00 Survey expenses	Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	\$3,000.00 Survey expenses
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Goal, actions, and services will be maintained.

- Charter School will continue to provide opportunities for parent involvement. Expenditure amount will be adjusted based on SIS fees, parent events/activities, and number of home visits.
- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.
- Charter School will continue to offer 4-year academic plans, credit recovery classes, and monitor for timely high school graduation.
- Charter School will continue to assess its suspension policies and procedures and encourage positive student behavior and improvements.
- Charter School will continue to administer school experience surveys to students, parents, and staff. Charter School will continue to use survey results for school improvement.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>1,379,594</u>
Charter School's identified amount of funds in the LCAP year is approximately \$1,289,148.00. These funds are calculated based on the number and concentration of our low income, foster youth, and English learner students. Charter School will offer a variety of support programs and supports specifically for low-income, foster youth, and English learners. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, Life Skills, positive behavior support and restorative practices. Following are the actions, services, and expenditures for the unduplicated pupils: Low income pupils: Actions and services: ▪ Charter School will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements. ▪ Charter School will expand summer learning programs to prevent summer learning loss. ▪ Charter School will provide resources for increased outreach efforts to low income families including home visits and meetings. ▪ Charter School will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources. ▪ Charter School will provide targeted assistance to low income students in career/college readiness activities and guidance. ▪ Charter School will provide STEAM related courses, clubs, field trips, competitions, and other activities to promote STEAM. ▪ Charter School will provide bullying prevention training. ▪ Charter School will provide/pilot programs such as Second Step and Why Try to provide explicit social/emotional instruction. Anticipated expenditures: \$200,000.00 ▪ Afterschool programs ▪ Summer learning programs ▪ Home visits ▪ Parent trainings ▪ Career/college readiness activities for low income pupils	

Foster youth:

Actions and services:

- Foster youth will receive educational counseling.
- Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.
- Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth.
- Charter School will improve communication with foster guardians.

Anticipated expenditures: \$20,000.00

- Guidance/PSA counselor

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- Charter School will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- Charter School will implement its English Learners Master Plan.
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- Charter School will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- Charter School will provide additional teaching sections of EL intervention courses.
- Charter School will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- Charter School will provide culturally and linguistically relevant materials for students.
- Charter School will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.
- Charter School will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- Charter School will regularly review progress towards targets.
- Charter School will provide additional supports and interventions, as needed.

Anticipated expenditures: \$120,000.00

- EL intervention courses
- Bilingual instructional assistants
- ESL/ELD/EL instructional materials
- Parent trainings for bilingual parents
- EL progress analysis towards targets

Redesignated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPS).

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

32.49	%
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Charter School Proportionality Calculation:

Charter School's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. The Charter School addresses the needs of our school's English learners, low Income students and foster youth by providing the services described in detail in the prior sections. The majority of students served at the Charter School will be focus students and the Charter School will continue to maintain and improve its services to unduplicated students. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. Charter School recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, Charter School will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Charter School Local Control and Accountability Plan and addresses the needs of our school's low income, foster youth, and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

Introduction:

LEA: Magnolia Science Academy-2 Contact (Name, Title, Email, Phone Number): Steven Keskindurk, Principal, skeskindurk@magnoliapublicschools.org, (818) 758-0300 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-2 (“MSA-2” or “Charter School”) has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, Dean meetings, and staff meetings. In addition, the Charter School conducts surveys for parents, students, and teachers and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders. The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for LEP students and immigrants, and a WASC action plan for continual school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.	All major groups have been informed of the LCAP work and given an opportunity to participate. The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP: ▪ Fully implement state-adopted ELA and math academic content and performance standards for all students, including subgroups, and support teacher professional development ▪ Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement ▪ Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets ▪ Analyze our programs for EL, SWD, and FY to provide increased instructional support to all student subgroups, including these student groups ▪ Develop college-preparedness ▪ Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in the Charter School to maintain sense of safety and school connectedness
Annual Update: The Charter School held its periodical meetings in 2015-16 to gather input from its stakeholders. These include 4 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 5 parent activities/events including s 2nd Cup of Coffee with the Principal meetings, weekly staff meetings and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey. Parent participation rate in the survey was 20%. The Charter School staff made 120 home visits during 2015-16 and sought feedback from the parents for school improvement.	Annual Update: Based on input from all stakeholders and available data through surveys and student achievement/school data, the Charter School has updated its LCAP. Some of the updates include: ▪ Purchasing of common-core aligned instructional materials ▪ Addition of school-level support positions, e.g., instructional coach ▪ Improvements in English Learner services ▪ Expanding summer school ▪ Increasing employee salaries and implementing performance pay ▪ Increasing college preparedness by offering “Advisory” classes, a college planning and career exploration program for students, offering special programs to prepare students for the SAT/ACT tests, and encouraging students to take AP courses and participate in the EAP ▪ Investing in effective technology to enhance instruction in the classroom ▪ Offering an annual STEM festival and a STEM expo ▪ Other input includes improving school facilities, identification and support of immigrant students and foster youth, decreasing truancy and sustaining after school and Saturday programs.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	All	<u>✓ ALL</u> ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$30,000.00 5800-BTSA expenses, EL authorization fees
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.	All	<u>✓ ALL</u> ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually review alignment of instructional materials to standards.	All	<u>✓ ALL</u> ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.	All	<u>✓ ALL</u> ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	All	<u>✓ ALL</u> ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$25,000.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.	All	<u>✓ ALL</u> ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient	

		__ Other Subgroups:(Specify)_____	
Priority 1: ▪ Daily general cleaning by custodial staff will maintain campus cleanliness.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$50,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Priority 2: ▪ Charter School will ensure curricula and assessments are aligned to the CCSS.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$7,500.00 MAP testing fees
Priority 2: ▪ Teachers will participate in professional development on the implementation of CCSS.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$70,000.00 5800 Professional Development on CCSS
Priorities 2 & 4 & 8: ▪ Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$5,000.00 5800 Professional Development on EL strategies
Priorities 2 & 4 & 8: ▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$35,000.00 Power English and Power Math teacher salaries (Title I funds)
Priorities 2 & 4 & 8: ▪ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$37,000.00 After school and Saturday ELA and math tutoring (Title I funds)
Priorities 2 & 4 & 8: ▪ Charter School will synthesize CAASPP and MAP student achievement and growth data,	All	<u>✓ ALL</u>	\$80,000.00

as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Dean of Academics salary & benefits \$160,000.00 Title I/Intervention Math and English teacher salary & benefits (Title I funds)
Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$70,000.00 College Advisor salary & benefits
Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	English Learners Redesignated fluent English proficient	<u>ALL</u> OR: __Low Income pupils <u>✓</u> English Learners __Foster Youth <u>✓</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$15,000.00 ELD core materials \$5,000.00 ELD supplemental materials \$5,000.00 Focused PD on ELD standards
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	All	<u>ALL</u> OR: __Low Income pupils <u>✓</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$85,000.00 AP teacher salaries & benefits AP workshops AP test fees
Priority 4: Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	\$70,000.00 College Advisor salary & benefits College Readiness

		__Other Subgroups:(Specify)_____	classes teacher salaries & benefits
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____			

GOAL #2:	All students will become independent, innovative scholars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ ☒ 8__ ☒ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Priority 7: ▪ To increase access to all possible courses and programs		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Priority 7: - Charter School will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. 100% of students will have sufficient access to all academic and educational programs provided by the Charter School. - At least 5% of all students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club. - At least 90% of our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study. Priority 8: - At least 80% of all students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo. - At least 80% of all students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency. - At least 80% of all students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 7: ▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 7: ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$80,000.00 Dean of Academics salary & benefits
Priority 7: ▪ Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Priority 7: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	All	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	All	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$70,000.00 Computer/Technology teacher salaries & benefits \$20,000.00 Focused PD on Blended Learning

GOAL #3:	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3__✓ 4__ 5__✓ 6__✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	▪ Priority 3: ▪ To increase parental involvement and seek parent input for making decisions for the Charter School ▪ To promote parent participation ▪ Priority 5: ▪ To increase student attendance ▪ To avoid chronic absenteeism ▪ To avoid middle school dropout ▪ To avoid high school dropout ▪ To increase high school graduation rate ▪ Priority 6: ▪ To avoid student suspension ▪ To avoid student expulsion ▪ To increase the sense of safety and school connectedness			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	▪ Priority 3: ▪ Charter School will hold a minimum of 4 SSC meetings per year. ▪ Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. ▪ Charter School will hold a minimum of 7 Parent Task Force (PTF) meetings per year. ▪ Charter School will hold a minimum of 5 parent activities/events per year. ▪ Teachers will update SIS records weekly. ▪ Charter School will send a minimum of 4 progress reports/cards to parents per year. ▪ At least 25% of Charter School's students will be home-visited by the teachers. ▪ Priority 5: ▪ Charter School will maintain an ADA rate of at least 95%. ▪ Charter School will maintain a chronic absenteeism rate of no more than 1%. ▪ Charter School will maintain a middle school dropout rate of no more than 1%. ▪ Charter School will maintain a high school dropout rate of no more than 1%. ▪ Charter School will maintain a four-year cohort graduation rate of at least 75%. ▪ Priority 6: ▪ Charter School will maintain a student suspension rate of no more than 4%. ▪ Charter School will maintain a student expulsion rate of no more than 1%. ▪ Student participation rate in the school experience survey will be at least 80%. ▪ Parent participation rate in the school experience survey will be at least 50%. ▪ Staff participation rate in the school experience survey will be at least 80%. ▪ Approval rating on school experience surveys of students, parents, and staff will be at least 80%.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
▪ Priority 3: ▪ Charter School will have parents on its School Site Council (SSC) and hold periodic SSC	All	✓ ALL		

meetings.		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	English Learners	☐ <u>ALL</u> OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$35,000.00 5800-SIS fees
Priority 4: Charter School will communicate with the parents of academically low-achieving students.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School teachers will visit students at their homes to discuss student progress	All	☒ <u>ALL</u>	\$20,000.00

and enhance student learning and involvement.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Home-visit stipends (Title I funds)
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$80,000.00 Dean of Culture salary & benefits \$60,000.00 Life Skills teacher salary & benefits
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$55,000.00 Attendance clerk salary & benefits
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$70,000.00 College Advisor salary & benefits
Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000.00 Fuel Ed and APEX credit recovery course fees
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$80,000.00 Dean of Students salary & benefits
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$15,000.00 Teacher PD on Edge Coaching

Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$5,000.00 Survey Expences

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

	- At least 80% of students in grade 11 will participate in the EAP assessment. - At least 30% of students who participate in the EAP assessment will demonstrate college preparedness. Priority 8: - At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives.		- API data is not available at this time. 81% of graduating seniors have successfully completed courses that satisfy the UC/CSU or career technical education program requirements in 2014-15. We expect a rate of ≥80% in 2015-16. 2014-15: 100% 2015-16: 100% (expected) - The percentage of EL students who are reclassified in 2014-15 school year was 18%. We expect to raise the percentage to 20%. 90% of the graduating seniors in 2014-15 school year passed an AP exam with a score of 3 or higher at any point during their high school. We expect keep or exceed this rate of 90% in 2015-16. 2014-15: 90% 2015-16: 90% (expected) 100% of students in grades 9-11 participated in the PSAT test in 2015-16. 19% of 9th grade, 32% of 10th grade and 44% of 11th grade students who participated in the PSAT test met or exceeded college readiness benchmarks for their grade level. 100% of students in grade 11 participated in the EAP assessment in 2014-15. We expect to keep the rate of 100% in 2015-16. 42% of students who participated in ELA portion of the EAP assessment demonstrated college preparedness in 2014-15. We expect a rate of 47% in 2015-16. 26% of students who participated in Math portion of the EAP assessment demonstrated college preparedness in 2014-15. We expect a rate of 31% in 2015-16. Priority 8: 80% of all students enrolled in the Charter School for a full academic year received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives. We expect a rate of ≥80% in 2015-16.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs.	\$10,000.00 5800-BTSA expenses, EL authorization fees	Priority 1: All teacher credentials have been reviewed. Charter School has supported 4 of its teachers for their credentialing needs.	\$12,000.00 5800-BTSA expenses, EL authorization fees
Scope of service:		Scope of service:	
✓ ALL		✓ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ☐ Charter School will annually review master schedule/teacher assignments to ensure compliance.		Priority 1: ☐ Charter School is compliant with its teacher assignments.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ☐ Charter School will annually review alignment of instructional materials to standards.		Priority 1: ☐ Charter School has reviewed its current instructional materials and they are aligned to standards.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ☐ Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.		Priority 1: ☐ Charter School keeps an inventory of instructional materials and corresponding purchase of materials.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ☐ Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	\$483,000.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: ☐ Charter School has used its budget to ensure sufficient access to instructional materials.	\$237,884.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	

Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.		Priority 1: Charter School has done annual and monthly facility inspections to screen for safety hazards.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
	\$95,000.00		\$46,539.00
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits	Priority 1: Charter School has maintained its campus cleanliness through daily general cleaning.	5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
	\$10,000.00		\$6,000.00
Priority 2: Charter School will ensure curricula and assessments are aligned to the CCSS.	MAP testing fees	Priority 2: Charter School implements curricula and assessments aligned to the CCSS.	MAP testing fees
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
	\$120,000.00		\$10,000.00
Priority 2: Teachers will participate in professional development on the implementation of CCSS.	5800 Professional Development on CCSS	Priority 2: Teachers have participated in professional development on the implementation of CCSS.	5800 Professional Development on CCSS
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
	\$10,000.00		\$4,000.00
Priorities 2 & 4 & 8: Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	5800 Professional	Priorities 2 & 4 & 8: Charter School provides CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	5800 Professional

	Development on EL strategies		Development on EL strategies
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	\$35,000.00 Power English and Power Math teacher salaries (Title I funds)	Priorities 2 & 4 & 8: During the day, Charter School provides additional supports and interventions to all students, including ELs.	\$35,000.00 Power English and Power Math teacher salaries (Title I funds)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$35,000.00 After school and Saturday ELA and math tutoring (Title I funds)	Priorities 2 & 4 & 8: Charter School provides additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$35,000.00 After school and Saturday ELA and math tutoring (Title I funds)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	\$90,000.00 Dean of Academics salary & benefits \$145,000.00 Title I/Intervention teacher salary & benefits (Title I funds)	Priorities 2 & 4 & 8: Charter School synthesizes CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets.	\$80,000.00 Dean of Academics salary & benefits \$140,000.00 Title I/Intervention teacher salary & benefits (Title I funds)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: ☐ Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.		Priority 4: ☐ API data is not available at this time. Charter School synthesizes other state and federal accountability information into reports and regularly reviews progress towards targets.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: ☐ Charter School will offer courses that meet UC/CSU admission requirements.		Priority 4: ☐ Charter School offers courses that meet UC/CSU admission requirements.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: ☐ Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.		Priority 4: ☐ Charter School offers 4-year academic plans, outlining the classes students will take during their four years of high school.	
	\$65,000.00		\$65,000.00
Priority 4: ☐ Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.	College Advisor salary & benefits	Priority 4: ☐ Charter School offers 4-year academic plans, outlining the classes students will take during their four years of high school.	College Advisor salary & benefits
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: ☐ Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.		Priority 4: ☐ Charter School has identified ELs by proficiency level, provided ELD instruction aligned to the new standards, and monitored student progress in program implementation according to its EL Master Plan.	
	\$20,000.00 ELD core materials \$10,000.00 ELD supplemental materials \$10,000.00 Focused PD on ELD standards		\$5,000.00 ELD core materials \$10,000.00 ELD supplemental materials \$4,000.00 Focused PD on ELD standards

Scope of service:		Scope of service:	
☐ ALL		☐ ALL	
OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	\$45,000.00 AP teacher salaries & benefits AP workshops AP test fees	Priority 4: Based on student needs and interests, Charter School has offered the following AP courses this year: AP Spanish, AP Calculus AB, AP US History, AP Language, AP Literature, AP Computer, AP Biology.	\$45,000.00 AP teacher salaries & benefits AP workshops AP test fees
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	\$65,000.00 College Advisor salary & benefits College Readiness classes teacher salaries & benefits	Priority 4: Charter School has offered "Advisory" classes in grades 9-12 and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.	\$65,000.00 College Advisor salary & benefits College Readiness classes teacher salaries & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. - Charter School will continue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted based on how many teachers will have credentialing needs. - Charter School has made a checklist of instructional materials to be used next year and made a purchase order for next year to ensure sufficient access to materials. Expenditure amount will be adjusted based on the number of instructional materials needed. - Charter School will continue to do annual and monthly facility inspections to screen for safety hazards. Expenditure amount will be adjusted based on repair and cleaning needs. - Charter School will continue to provide professional development to all of its teachers to ensure 100% implementation of CCSS. Expenditure amount will be adjusted based on PD needs.		

- Charter School has revised its EL Master Plan to better serve the needs of our EL students. Charter School will continue to provide EL support and interventions. Expenditure amount will be adjusted based on the ELD materials and PD needs.
- Charter School will continue to use the MAP test to set targets for student subgroups and each student. Charter School will continue to regularly review student performance towards targets and provide additional supports and interventions. Expenditure amount will be adjusted based on the number of instructional support personnel.
- Charter School will continue to provide courses that meet UC/CSU requirements. Our college advisor will continue to work with our students on their 4-year academic plans.
- Charter School will continue to offer the same AP courses next year and add additional courses depending on student needs and interests.
- Charter School will continue to offer Advisory and College Readiness classes in high school.

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.		Priority 7: Charter School has designed its master schedule to meet the needs of all students.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		Priority 1: Charter School offers "Advanced Math" class or club to students in grades 6-8.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	\$00.00 STEAM Festival and Expo expenses	Priority 7: Charter School has provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School has organized a local STEAM festival. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities.	\$15,000.00 STEAM Festival and Expo expenses
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	\$80,000.00 Computer/Technology teacher salaries & benefits	Priority 7: Charter School offers Computer/Technology classes and/or blended learning experience for our students.	\$70,000.00 Computer/Technology teacher salaries & benefits
☒ ALL		☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. ▪ Charter School will continue to provide core courses and electives as outlined in its charter petition and provide 100% access to all students. ▪ Charter School will continue to expand its online course offerings through Fuel Education and/or McGraw Hill Curriculum and/or APEX. ▪ Charter School will continue to offer “Advanced Math” class or club to students in grades 6-8. ▪ Charter School will continue to organize a local STEAM festival, participate in the Magnolia-wide STEAM expo and county-wide science fairs and activities. ▪ Charter School will continue to offer Computer/Technology classes and/or blended learning experience for our students. Charter School will continue to provide PD to our staff on Blended Learning.		

Original GOAL from prior year LCAP:	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3✓ 4__ 5✓ 6✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Priority 3: - Charter School will hold a minimum of 4 SSC meetings per year. - Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. - Charter School will hold a minimum of 4 Parent Task Force (PTF) meetings per year. - Charter School will hold a minimum of 5 parent activities/events per year. - Teachers will update SIS records weekly. - Charter School will send a minimum of 4 progress reports/cards to parents per year. - At least 25% of Charter School's students will be home-visited by the teachers. Priority 5: - Charter School will maintain an ADA rate of at least 95%. - Charter School will maintain a chronic absenteeism rate of no more than 1%. - Charter School will maintain a middle school dropout rate of no more than 1%. - Charter School will maintain a high school dropout rate of no more than 1%. - Charter School will maintain a four-year cohort graduation rate of at least 75%. Priority 6: - Charter School will maintain a student suspension rate of no more than 5%. - Charter School will maintain a student expulsion rate of no more than 1%. - Student participation rate in the school experience survey will be at least 80%. - Parent participation rate in the school experience survey will be at least 25%. - Staff participation rate in the school experience survey will be at least 90%. - Approval rating on school experience surveys of students, parents, and staff will be at least		Actual Annual Measurable Outcomes:	Priority 3: - Charter School has held 4 SSC meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. - Charter School has held 3 English Learner Advisory Committee (ELAC) meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. - Charter School has held 7 Parent Task Force (PTF) meetings in 2015-16 so far and will have held a total of 8 meetings by the end of the school year. - Charter School has held more than 5 parent activities/events this year. - Teachers update SIS records weekly. - Charter School has sent 5 progress reports/cards to parents in 2015-16 so far and will have sent a total of 6 progress reports/cards by the end of the school year. 40% of Charter School's students have been home-visited by the teachers in 2015-16 so far. Priority 5: - Charter School maintained an ADA rate of 95% in 2014-15. Our rate in 2015-16 so far is 95% and we expect a rate of at least 95% by the end of the school year. - Charter School maintained a chronic absenteeism rate of 0% in 2014-15. Our rate in 2015-16 so far is less than 1%. - Charter School maintained a middle school dropout rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. - Charter School maintained a high school dropout rate of 1% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. - Charter School maintained a four-year cohort graduation rate of 100% in 2014-15. We expect a rate of 90% by the end of the 2015-16 school year. Priority 6: - Charter School maintained a student suspension rate of 1% in 2014-15. Our rate in 2015-

	85%.		16 so far is 1% and we expect a rate of no more than 1% by the end of the school year. - Charter School maintained a student expulsion rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. - Student participation rate in the school experience survey is 89% in 2015-16. - Parent participation rate in the school experience survey is 94% in 2015-16. - Staff participation rate in the school experience survey is 100% in 2015-16. - Approval rating on school experience surveys in 2015-16: Students: 54% Parents: %80 Staff: 92%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.		Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.		Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.		Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: ☐ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.		Priority 3: ☐ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: ☐ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$32,000.00 5800-SIS fees	Priority 3: ☐ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$32,000.00 5800-SIS fees
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: ☐ Charter School will communicate with the parents of academically low-achieving students.		Priority 3: ☐ Charter School will communicate with the parents of academically low-achieving students.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: ☐ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$20,000.00 Home-visit stipends (Title I funds)	Priority 3: ☐ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$18,000.00 Home-visit stipends (Title I funds)
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	

Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	\$160,000.00 Dean of Culture salary & benefits Life Skills teacher salary & benefits	Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all its students and families. Academic and socio-emotional support will be provided to address student needs.	\$160,000.00 Dean of Culture salary & benefits Life Skills teacher salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$30,000.00 Attendance clerk salary & benefits	Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$30,000.00 Attendance clerk salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	\$65,000.00 College Advisor salary & benefits	Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	\$65,000.00 College Advisor salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	\$00.00 Fuel Ed credit recovery course fees	Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	\$5,000.00 Fuel Ed credit recovery course fees
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	

Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	\$85,000.00 Dean of Students salary & benefits	Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	\$75,000.00 Dean of Students salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	\$10,000.00 Teacher PD on Edge Coaching	Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	\$10,000.00 Teacher PD on Edge Coaching
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.		Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	\$3,000.00 Survey expenses	Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	\$5,000.00
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Goal, actions, and services will be maintained.

- Charter School will continue to provide opportunities for parent involvement. Expenditure amount will be adjusted based on SIS fees, parent events/activities, and number of home visits.
- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.
- Charter School will continue to offer 4-year academic plans, credit recovery classes, and monitor for timely high school graduation.
- Charter School will continue to assess its suspension policies and procedures and encourage positive student behavior and improvements.
- Charter School will continue to administer school experience surveys to students, parents, and staff. Charter School will continue to use survey results for school improvement.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>995,929.00</u>
Charter School's identified amount of funds in the LCAP year is approximately \$1,202,406.00. These funds are calculated based on the number and concentration of our low income, foster youth, and English learner students. Charter School will offer a variety of support programs and supports specifically for low-income, foster youth, and English learners. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, Life Skills, positive behavior support and restorative practices. Following are the actions, services, and expenditures for the unduplicated pupils: Low income pupils: Actions and services: ▪ Charter School will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements. ▪ Charter School will expand summer learning programs to prevent summer learning loss. ▪ Charter School will provide resources for increased outreach efforts to low income families including home visits and meetings. ▪ Charter School will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources. ▪ Charter School will provide targeted assistance to low income students in career/college readiness activities and guidance. ▪ Charter School will provide STEAM related courses, clubs, field trips, competitions, and other activities to promote STEAM. ▪ Charter School will provide bullying prevention training. ▪ Charter School will provide/pilot programs such as Second Step and Why Try to provide explicit social/emotional instruction. Anticipated expenditures: \$200,000.00 ▪ Afterschool programs ▪ Summer learning programs ▪ Home visits ▪ Parent trainings ▪ Career/college readiness activities for low income pupils	

Foster youth:

Actions and services:

- Foster youth will receive educational counseling.
- Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.
- Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth.
- Charter School will improve communication with foster guardians.

Anticipated expenditures: \$20,000.00

- Guidance/PSA counselor

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- Charter School will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- Charter School will implement its English Learners Master Plan.
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- Charter School will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- Charter School will provide additional teaching sections of EL intervention courses.
- Charter School will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- Charter School will provide culturally and linguistically relevant materials for students.
- Charter School will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.
- Charter School will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- Charter School will regularly review progress towards targets.
- Charter School will provide additional supports and interventions, as needed.

Anticipated expenditures: \$120,000.00

- EL intervention courses
- Bilingual instructional assistants
- ESL/ELD/EL instructional materials
- Parent trainings for bilingual parents
- EL progress analysis towards targets

Redesignated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPS).

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

28.27	%
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Charter School Proportionality Calculation:

Charter School's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. The Charter School addresses the needs of our school's English learners, low Income students and foster youth by providing the services described in detail in the prior sections. The majority of students served at the Charter School will be focus students and the Charter School will continue to maintain and improve its services to unduplicated students. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. Charter School recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, Charter School will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Charter School Local Control and Accountability Plan and addresses the needs of our school's low income, foster youth, and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

Introduction:

LEA: Magnolia Science Academy-3 Contact: Name, Title, Email, Phone Number: John White, Principal, jwhite@magnoliapublicschools.org, (310) 637-3806
 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-3 (“MSA-3” or “Charter School”) has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP. Participation opportunities include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, Dean meetings, and staff meetings. In addition, the Charter School conducts surveys for parents, students, and teachers and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders. The Charter School (MSA-3) has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for LEP students and immigrants, and a WASC action plan for continual school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.	All major groups have been informed of the LCAP work and given an opportunity to participate. The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP: ▪ Fully implement state-adopted ELA and math academic content and learning standards for all students, including subgroups, and support teacher professional development ▪ Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students in their homes to discuss student progress and enhance student learning and involvement ▪ Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets ▪ Analyze our programs for EL, SPED, and Regular Ed to provide increased instructional support to all student subgroups ▪ Develop college-preparedness through rigorous classroom instruction ▪ Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in the Charter School to maintain sense of safety and school connectedness
Annual Update: The Charter School held its periodical meetings in 2015-16 to gather input from its stakeholders. These include 4 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 5 parent activities/events including weekly Coffee with the Principal meetings, weekly staff meetings and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey. Parent participation rate in the survey was 20%. The Charter School staff made 100 home visits during 2015-16 and sought feedback from the parents for school improvement.	Annual Update: Based on input from all stakeholders and available data through surveys and student achievement/school data, the Charter School has updated its LCAP. Some of the updates include: ▪ Purchasing of common-core aligned instructional materials ▪ Addition of school-level support positions, e.g., Dean of Academic 6-12th grades ▪ Improvements in English Learner services ▪ Expanding summer school ▪ Increasing employee salaries and implementing performance pay ▪ Increasing college preparedness by offering “Advisory” classes, a college planning and career exploration program for students, offering special programs to prepare students for the SAT/ACT tests, and encouraging students to take AP courses and participate in the EAP ▪ Investing in effective technology to enhance instruction in our own classroom ▪ Offering an annual LA County Science Fair Competition and our STEM expo ▪ Other input includes improving school facilities, identification and support of immigrant students and foster youth, decreasing truancy and sustaining after school and Saturday programs.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$215,000.00 5800-BTSA expenses, EL authorization fees
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually review alignment of instructional materials to standards.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$100,000.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient	

		__ Other Subgroups:(Specify)_____	
Priority 1: ▪ Daily general cleaning by custodial staff will maintain campus cleanliness.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$253,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits \$6000. Supplies & OT
Priority 2: ▪ Charter School will ensure curricula and assessments are aligned to the CCSS.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$3,000.00 MAP testing fees
Priority 2: ▪ Teachers will participate in professional development on the implementation of CCSS.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$20,000.00 5800 Professional Development on CCSS
Priorities 2 & 4 & 8: ▪ Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$5,000.00 5800 Professional Development on EL strategies
Priorities 2 & 4 & 8: ▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$72,000.00 Power English and Power Math teacher salaries (Title I funds)
Priorities 2 & 4 & 8: ▪ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$35,000.00 After school and Saturday ELA and math tutoring (Title I funds)
Priorities 2 & 4 & 8: ▪ Charter School will synthesize CAASPP and MAP student achievement and growth data,	All	<u>✓ ALL</u>	\$80,000.00

as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Dean of Academics salary & benefits \$160,000.00 Title I/Intervention Math and English teacher salary & benefits (Title I funds)
Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$60,000.00 College Advisor salary & benefits
Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	English Learners Redesignated fluent English proficient	<u>ALL</u> OR: __Low Income pupils <u>✓</u> English Learners __Foster Youth <u>✓</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000.00 ELD core materials \$5,000.00 ELD supplemental materials \$5,000.00 Focused PD on ELD standards
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	All	<u>ALL</u> OR: __Low Income pupils <u>✓</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$65,000.00 8 AP teacher salaries & benefits AP workshops AP test fees
Priority 4: Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	\$50,000.00 College Advisor salary & benefits College Readiness

		__Other Subgroups:(Specify)_____	classes teacher salaries & benefits
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____			

GOAL #2:	All students will become independent, innovative scholars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ ☒ 8__ ☒ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Priority 7: ▪ To increase access to all possible courses and programs		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Priority 7: - Charter School will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. 100% of students will have sufficient access to all academic and educational programs provided by the Charter School. - At least 5% of all students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club. - At least 90% of our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study. Priority 8: - At least 80% of all students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo. - At least 80% of all students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency. - At least 80% of all students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 7: ▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 7: ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$60,000.00 Dean of Students salary & benefits
Priority 7: ▪ Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Priority 7: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$70,000.00 Computer/Technology teacher salaries & benefits \$10,000.00 Focused PD on Blended Learning

GOAL #3:	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3__✓ 4__ 5__✓ 6__✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Priority 3: To increase parental involvement and seek parent input for making decisions for the Charter School To promote parent participation Priority 5: To increase student attendance To avoid chronic absenteeism To avoid middle school dropout To avoid high school dropout To increase high school graduation rate Priority 6: To avoid student suspension To avoid student expulsion To increase the sense of safety and school connectedness			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Priority 3: Charter School will hold a minimum of 4 SSC meetings per year. Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. Charter School will hold a minimum of 6 Parent Task Force (PTF) meetings per year. Charter School will hold a minimum of 5 parent activities/events per year. Teachers will update SIS records weekly. Charter School will send a minimum of 4 progress reports/cards to parents per year. At least 25% of Charter School's students will be home-visited by the teachers. Priority 5: Charter School will maintain an ADA rate of at least 95%. Charter School will maintain a chronic absenteeism rate of no more than 1%. Charter School will maintain a middle school dropout rate of no more than 1%. Charter School will maintain a high school dropout rate of no more than 1%. Charter School will maintain a four-year cohort graduation rate of at least 75%. Priority 6: Charter School will maintain a student suspension rate of no more than 3%. Charter School will maintain a student expulsion rate of no more than 1%. Student participation rate in the school experience survey will be at least 80%. Parent participation rate in the school experience survey will be at least 50%. Staff participation rate in the school experience survey will be at least 80%. Approval rating on school experience surveys of students, parents, and staff will be at least 80%.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC	All	✓ ALL		

meetings.		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$1500. Refreshments
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	English Learners	☐ <u>ALL</u> OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$1500.
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$1500.
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$15,000.00 5800-CoolSIS fees
Priority 3: Charter School will communicate with the parents of academically low-achieving students.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$2000 postage
Priority 3: Charter School teachers will visit students at their homes to discuss student progress	All	☒ <u>ALL</u>	\$20,000.00

and enhance student learning and involvement.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Home-visit stipends (Title I funds)
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$80,000.00 Dean of Culture salary & benefits \$60,000.00 Life Skills teacher salary & benefits
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$35,000.00 Attendance clerk salary & benefits
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$60,000.00 College Advisor salary & benefits
Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000.00 Fuel Ed and APEX credit recovery course fees
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$80,000.00 Dean of Students salary & benefits
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$15,000.00 Teacher PD on Edge Coaching

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	All students will pursue academic excellence and be college/career ready.		Related State and/or Local Priorities: 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☒ COE only: 9 ☐ 10 ☐ Local : Specify _____																																		
Goal Applies to:	Schools:	All																																			
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All	Actual Annual Measurable Outcomes:																																		
	Priority 1: 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 100% of students will have sufficient access to standards-aligned instructional materials. - At least 100% of the items on facility inspection checklists will be in compliance/good standing. Priority 2: - Charter School will provide 100% implementation of CCSS for all students. Priority 4: - For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 10% from 2015 to 2016. - For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 10% from fall to spring. - Charter School will meet the annual (API) growth targets for all student subgroups. - At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. - The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by 5% from the prior year. - The percentage of EL students who are reclassified will increase by 5% from the prior year. - At least 40% of the graduating seniors will have passed an AP exam with a score of 3 or higher. - At least 80% of students in grades 9-11 will participate in the PSAT test. - At least 35% of students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	Priority 1: 100% of Charter School's teachers are appropriately assigned and fully credentialed as required by law and the charter. 100% of students have sufficient access to standards-aligned instructional materials. - At least 100% of the items on facility inspection checklists are in compliance/good standing. Priority 2: - Charter School provides 100% implementation of CCSS for all students. Priority 4: - For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system is expected to increase by 5% from 2015 to 2016. More specific targets will be set as 2016 SBAC data becomes available.) <table border="1"> <thead> <tr> <th></th> <th colspan="2">ELA/Literacy</th> <th colspan="2">Math</th> </tr> <tr> <th></th> <th>2015</th> <th>2016 (Expected)</th> <th>2015</th> <th>2016 (Expected)</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>22%</td> <td>27%</td> <td>13%</td> <td>18%</td> </tr> <tr> <td>Socioecon. Disadv.</td> <td>19%</td> <td>24%</td> <td>10%</td> <td>15%</td> </tr> <tr> <td>English Learners</td> <td>0%</td> <td>5%</td> <td>0%</td> <td>5%</td> </tr> <tr> <td>Hispanic or Latino</td> <td>21%</td> <td>26%</td> <td>15%</td> <td>20%</td> </tr> <tr> <td>African American</td> <td>24%</td> <td>29%</td> <td>10%</td> <td>15%</td> </tr> </tbody> </table> - For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment was expected to increase by 5% from fall to spring. Following are the proficiency percentages for our subgroups:				ELA/Literacy		Math			2015	2016 (Expected)	2015	2016 (Expected)	Schoolwide	22%	27%	13%	18%	Socioecon. Disadv.	19%	24%	10%	15%	English Learners	0%	5%	0%	5%	Hispanic or Latino	21%	26%	15%	20%	African American	24%	29%
	ELA/Literacy		Math																																		
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Hispanic or Latino	21%	26%	15%	20%																																	
African American	24%	29%	10%	15%																																	

- At least 80% of students in grade 11 will participate in the EAP assessment.
 - At least 40% of students who participate in the EAP assessment will demonstrate college preparedness.
- Priority 8:**
- At least 90% of all students enrolled in the Charter School for a full academic year will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.

Spring 2014 Proficient Students					
		Mathematics		Reading	
		Count	Percent	Count	Percent
Grade	All	147	37%	217	56%
	6	21	26%	35	44%
	7	33	39%	52	61%
	8	26	30%	45	51%
Subgroups	Black/African A	69	35%	110	57%
	Hispanic	71	39%	101	56%
	EL	0	0%	1	5%
	SPED	4	10%	6	15%
	FRL	135	38%	194	56%

- API data is not available at this time.
- 100% of graduating seniors have successfully completed courses that satisfy the UC/CSU or career technical education program requirements in 2014-15. We expect a rate of 100% in 2015-16, too.
2014-15: 100% 2015-16: 100% (expected)
- The percentage of EL students who are reclassified has increased by 7% from the prior year.
2014-15: 12% 2015-16: 35%
- 27% of the graduating seniors passed an AP exam with a score of 3 or higher in 2014-15. We expect a rate of 32% in 2015-16.
2014-15: 27% 2015-16: 40% (expected)
- 90% of students in grades 9-11 participated in the PSAT test in 2015-16.
- 35% of students who participated in the PSAT test met or exceeded college readiness benchmarks for their grade level.
- 90% of students in grade 11 participated in the EAP assessment in 2014-15. We expect a rate of 90% in 2015-16.
- 30% of students who participated in the EAP assessment demonstrated college preparedness in 2014-15. We expect a rate of 40% in 2015-16.
Priority 8:
- 90% of all students enrolled in the Charter School for a full academic year received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives. We expect a rate of 90% in 2015-16.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	\$10,000.00 5800-BTSA expenses, EL authorization fees	Priority 1: All teacher credentials have been reviewed. Charter School has supported 2 of its teachers for their credentialing needs.	\$7,000.00 5800-BTSA expenses, EL authorization fees
Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.		Priority 1: Charter School is compliant with its teacher assignments.	
Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually review alignment of instructional materials to standards.		Priority 1: Charter School has reviewed its current instructional materials and they are aligned to standards.	
Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.		Priority 1: Charter School keeps an inventory of instructional materials and corresponding purchase of materials.	
Scope of service: ☒ ALL		Scope of service: ☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 1: ☐ Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	2000.000. 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: ☐ Charter School has used its budget to ensure sufficient access to instructional materials.	\$170,000. New Textbooks in Core Subjects 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Scope of service: _____		Scope of service: _____	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 1: ☐ Charter School will do annual and monthly facility inspections to screen for safety hazards.		Priority 1: ☐ Charter School has done annual and monthly facility inspections to screen for safety hazards.	
Scope of service: _____		Scope of service: _____	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 1: ☐ Daily general cleaning by custodial staff will maintain campus cleanliness.	\$253,000.00 Building Lease 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits	Priority 1: ☐ Charter School has maintained its campus cleanliness through daily general cleaning.	\$253,000. Building Lease and Janitorial Service 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Scope of service: _____		Scope of service: _____	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 2: ☐ Charter School will ensure curricula and assessments are aligned to the CCSS.	\$4,000.00 MAP testing fees	Priority 2: ☐ Charter School implements curricula and assessments aligned to the CCSS.	\$3,000.00 MAP testing fees
Scope of service: _____		Scope of service: _____	
☒ ALL		☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 2: Teachers will participate in professional development on the implementation of CCSS.	\$60,000.00 5800 Professional Development on CCSS	Priority 2: Teachers have participated in professional development on the implementation of CCSS.	\$10,000.00 5800 Professional Development on CCSS
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$10,000.00 5800 Professional Development on EL strategies	Priorities 2 & 4 & 8: Charter School provides CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$4,000.00 5800 Professional Development on EL strategies
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	\$35,000.00 Power English and Power Math teacher salaries (Title I funds)	Priorities 2 & 4 & 8: During the day, Charter School provides additional supports and interventions to all students, including ELs.	\$35,000.00 Power English and Power Math teacher salaries (Title I funds)
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$35,000.00 After school and Saturday ELA and math tutoring (Title I funds)	Priorities 2 & 4 & 8: Charter School provides additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$35,000.00 After school and Saturday ELA and math tutoring (Title I funds)
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	\$80,000.00 Dean of Academics salary & benefits \$80,000.00 Title I/Intervention teacher salary & benefits (Title I funds)	Priorities 2 & 4 & 8: Charter School synthesizes CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets.	\$80,000.00 Dean of Academics salary & benefits \$80,000.00 Title I/Intervention teacher salary & benefits (Title I funds)
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.		Priority 4: API data is not available at this time. Charter School synthesizes other state and federal accountability information into reports and regularly reviews progress towards targets.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.		Priority 4: Charter School offers courses that meet UC/CSU admission requirements.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.	\$65,000.00 College Advisor salary & benefits	Priority 4: Charter School offers 4-year academic plans, outlining the classes students will take during their four years of high school.	\$65,000.00 College Advisor salary & benefits
Scope of service: _____		Scope of service: _____	

☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	\$10,000.00 ELD core materials \$10,000.00 ELD supplemental materials \$10,000.00 Focused PD on ELD standards	Priority 4: Charter School has identified ELs by proficiency level, provided ELD instruction aligned to the new standards, and monitored student progress in program implementation according to its EL Master Plan.	\$5,000.00 ELD core materials \$5,000.00 ELD supplemental materials \$4,000.00 Focused PD on ELD standards
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	\$45,000.00 AP teacher salaries & benefits AP workshops AP test fees	Priority 4: Based on student needs and interests, Charter School has offered the following AP courses this year: AP Spanish, AP Calculus AB/BC, AP Government, AP World History, AP US History, AP Studio Art, AP Language, AP Literature, AP Computer	\$45,000.00 AP teacher salaries & benefits AP workshops AP test fees
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	\$65,000.00 College Advisor salary & benefits College Readiness classes teacher salaries & benefits	Priority 4: Charter School has offered "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.	\$65,000.00 College Advisor salary & benefits College Readiness classes teacher salaries & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. - Charter School will continue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted based on how many teachers will have credentialing needs. - Charter School has made a checklist of instructional materials to be used next year and made a purchase order for next year to ensure sufficient access to materials. Expenditure amount will be adjusted based on the number of instructional materials needed. - Charter School will continue to do annual and monthly facility inspections to screen for safety hazards. Expenditure amount will be adjusted based on repair and cleaning needs. - Charter School will continue to provide professional development to all of its teachers to ensure 100% implementation of CCSS. Expenditure amount will be adjusted based on PD needs. - Charter School has revised its EL Master Plan to better serve the needs of our EL students. Charter School will continue to provide EL support and interventions. Expenditure amount will be adjusted based on the ELD materials and PD needs. - Charter School will continue to use the MAP test to set targets for student subgroups and each student. Charter School will continue to regularly review student performance towards targets and provide additional supports and interventions. Expenditure amount will be adjusted based on the number of instructional support personnel. - Charter School will continue to provide courses that meet UC/CSU requirements. Our college advisor will continue to work with our students on their 4-year academic plans. - Charter School will continue to offer the same AP courses next year and add additional courses depending on student needs and interests. - Charter School will continue to offer Advisory and College Readiness classes in high school.		

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.		Priority 7: Charter School has designed its master schedule to meet the needs of all students.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		Priority 1: Charter School offers "Advanced Math" class and club to students in grades 6-8.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	\$00.00 STEAM Festival and Expo expenses	Priority 7: Charter School has provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School has organized a local STEAM festival. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities.	\$3,000.00 STEAM Festival and Expo expenses
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	\$80,000.00 Computer/Technology teacher salaries & benefits	Priority 7: Charter School offers Computer/Technology classes and/or blended learning experience for our students.	\$70,000.00 Computer/Technology teacher salaries & benefits
☒ ALL		☒ ALL	

OR:
☐ Low Income pupils ☐ English Learners
☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other
 Subgroups:(Specify)_____

OR:
☐ Low Income pupils ☐ English Learners
☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other
 Subgroups:(Specify)_____

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Goal, actions, and services will be maintained.

- Charter School will continue to provide core courses and electives as outlined in its charter petition and provide 100% access to all students.
- Charter School will continue to expand its online course offerings through Fuel Education and/or McGraw Hill Curriculum and/or APEX.
- Charter School will continue to offer "Advanced Math" class and club to students in grades 6-8.
- Charter School will continue to organize a local STEAM festival, participate in the Magnolia-wide STEAM expo and county-wide science fairs and activities.
- Charter School will continue to offer Computer/Technology classes and/or blended learning experience for our students. Charter School will continue to provide PD to our staff on Blended Learning.

Original GOAL from prior year LCAP:	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3__✓ 4__ 5__✓ 6__✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Priority 3: - Charter School will hold a minimum of 4 SSC meetings per year. - Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. - Charter School will hold a minimum of 4 Parent Task Force (PTF) meetings per year. - Charter School will hold a minimum of 5 parent activities/events per year. - Teachers will update SIS records weekly. - Charter School will send a minimum of 4 progress reports/cards to parents per year. - At least 25% of Charter School's students will be home-visited by the teachers. Priority 5: - Charter School will maintain an ADA rate of at least 95%. - Charter School will maintain a chronic absenteeism rate of no more than 1%. - Charter School will maintain a middle school dropout rate of no more than 1%. - Charter School will maintain a high school dropout rate of no more than 1%. - Charter School will maintain a four-year cohort graduation rate of at least 75%. Priority 6: - Charter School will maintain a student suspension rate of no more than 5%. - Charter School will maintain a student expulsion rate of no more than 1%. - Student participation rate in the school experience survey will be at least 70%. - Parent participation rate in the school experience survey will be at least 25%. - Staff participation rate in the school experience survey will be at least 90%. - Approval rating on school experience surveys of students, parents, and staff will be at least		Actual Annual Measurable Outcomes:	Priority 3: - Charter School has held (5) SSC meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. - Charter School has held 4 English Learner Advisory Committee (ELAC) meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. - Charter School has held 5 Parent Task Force (PTF) meetings in 2015-16 so far and will have held a total of 8 meetings by the end of the school year. - Charter School has held more than 5 parent activities/events this year. - Teachers update SIS records weekly. - Charter School has sent 4 progress reports/cards to parents in 2015-16 so far and will have sent a total of 6 progress reports/cards by the end of the school year. 25% of Charter School's students have been home-visited by the teachers in 2015-16 so far. Priority 5: - Charter School maintained an ADA rate of 95% in 2014-15. Our rate in 2015-16 so far is 95% and we expect a rate of at least 95% by the end of the school year. - Charter School maintained a chronic absenteeism rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. - Charter School maintained a middle school dropout rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. - Charter School maintained a high school dropout rate of 1% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. - Charter School maintained a four-year cohort graduation rate of 95% in 2014-15. We expect a rate of 95% by the end of the 2015-16 school year. Priority 6: - Charter School maintained a student suspension rate of 1% in 2014-15. Our rate in 2015-

	85%.		so far is 1% and we expect a rate of no more than 4% by the end of the school year. - Charter School maintained a student expulsion rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. - Student participation rate in the school experience survey is 91% in 2015-16. - Parent participation rate in the school experience survey is 60% in 2015-16. - Staff participation rate in the school experience survey is 87% in 2015-16. - Approval rating on school experience surveys in 2015-16: Students: 26% Parents: 60 % Staff: 89%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.		Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.		Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.		Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: ☐ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.		Priority 3: ☐ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: ☐ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$20,000.00 5800-SIS fees	Priority 3: ☐ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$20,000.00 5800-SIS fees
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: ☐ Charter School will communicate with the parents of academically low-achieving students.		Priority 3: ☐ Charter School will communicate with the parents of academically low-achieving students.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: ☐ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$20,000.00 Home-visit stipends (Title I funds)	Priority 3: ☐ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$18,000.00 Home-visit stipends (Title I funds)
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	

Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	\$70,000.00 Dean of Culture salary & benefits Life Skills teacher salary & benefits	Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all its students and families. Academic and socio-emotional support will be provided to address student needs.	\$70,000.00 Dean of Culture salary & benefits Life Skills teacher salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$20,000.00 Attendance clerk salary & benefits	Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$20,000.00 Attendance clerk salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	\$65,000.00 College Advisor salary & benefits	Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	\$65,000.00 College Advisor salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	\$5000.00 Fuel Ed credit recovery course fees	Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	\$5,000.00 Fuel Ed credit recovery course fees
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	

Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	\$85,000.00 Dean of Students salary & benefits	Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	\$75,000.00 Dean of Students salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	\$10,000.00 Teacher PD on Edge Coaching	Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	\$10,000.00 Teacher PD on Edge Coaching
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.		Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	\$3,000.00 Survey expenses	Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	\$3,000.00
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Goal, actions, and services will be maintained.

- Charter School will continue to provide opportunities for parent involvement. Expenditure amount will be adjusted based on SIS fees, parent events/activities, and number of home visits.
- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.
- Charter School will continue to offer 4-year academic plans, credit recovery classes, and monitor for timely high school graduation.
- Charter School will continue to assess its suspension policies and procedures and encourage positive student behavior and improvements.
- Charter School will continue to administer school experience surveys to students, parents, and staff. Charter School will continue to use survey results for school improvement.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district wide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$2,817,402</u>
Charter School's identified amount of funds in the LCAP year is approximately \$1,919,984 These funds are calculated based on the number and concentration of our low income, foster youth, and English learner students. Charter School will offer a variety of support programs and supports specifically for low-income, foster youth, and English learners. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, Life Skills, positive behavior support and restorative practices. Following are the actions, services, and expenditures for the unduplicated pupils: Low income pupils: Actions and services: ▪ Charter School will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements. ▪ Charter School will expand summer learning programs to prevent summer learning loss. ▪ Charter School will provide resources for increased outreach efforts to low income families including home visits and meetings. ▪ Charter School will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources. ▪ Charter School will provide targeted assistance to low income students in career/college readiness activities and guidance. ▪ Charter School will provide STEAM related courses, clubs, field trips, competitions, and other activities to promote STEAM. ▪ Charter School will provide bullying prevention training. ▪ Charter School will provide/pilot programs such as Second Step and Why Try to provide explicit social/emotional instruction. Anticipated expenditures: \$85,000. ▪ Afterschool programs ▪ Summer learning programs ▪ Home visits ▪ Parent trainings ▪ Career/college readiness activities for low income pupils	

Foster youth:

Actions and services:

- Foster youth will receive educational counseling.
- Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.
- Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth.
- Charter School will improve communication with foster guardians.

Anticipated expenditures: \$30,000

- Guidance/PSA counselor

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- Charter School will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- Charter School will implement its English Learners Master Plan.
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- Charter School will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- Charter School will provide additional teaching sections of EL intervention courses.
- Charter School will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- Charter School will provide culturally and linguistically relevant materials for students.
- Charter School will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.
- Charter School will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- Charter School will regularly review progress towards targets.
- Charter School will provide additional supports and interventions, as needed.

Anticipated expenditures: \$30,000.

- EL intervention courses
- Bilingual instructional assistants
- ESL/ELD/EL instructional materials
- Parent trainings for bilingual parents
- EL progress analysis towards targets

Re-designated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPS).

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

12.2	%
Charter School Proportionality Calculation: Charter School's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. The Charter School addresses the needs of our school's English learners, low Income students and foster youth by providing the services described in detail in the prior sections. The majority of students served at the Charter School will be focus students and the Charter School will continue to maintain and improve its services to unduplicated students. School wide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. Charter School recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, Charter School will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Charter School Local Control and Accountability Plan and addresses the needs of our school's low income, foster youth, and English learner students.	

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

Introduction:

LEA: Magnolia Science Academy-4 Contact (Name, Title, Email, Phone Number): Lisa Ross, Principal, lross@magnoliapublicschools.org, (310) 473-2464
 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each school sites, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-4 (“MSA-4” or “Charter School”) has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings/English Learner Advisory Committee (ELAC) meetings, Board of Directors meetings, Principal meetings, Dean meetings, and staff meetings. In addition, the Charter School conducts surveys for parents, students, and teachers and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders. The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for LEP students and immigrants, and a WASC action plan for continual school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.	All major groups have been informed of the LCAP work and given an opportunity to participate. The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP: ▪ Fully implement state-adopted ELA and math academic content and performance standards for all students, including subgroups, and support teacher professional development ▪ Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement ▪ Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets ▪ Analyze our programs for EL, SWD, and FY to provide increased instructional support to all student subgroups, including these student groups ▪ Develop college-preparedness ▪ Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in the Charter School to maintain sense of safety and school connectedness
Annual Update: The Charter School held its periodical meetings in 2015-16 to gather input from its stakeholders. These include 4 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 5 parent activities/events including 2 Coffee with the Principal meetings, weekly staff meetings and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey. Parent participation rate in the survey was 32%. The Charter School staff made home visits during 2015-16 and sought feedback from the parents for school improvement.	Annual Update: Based on input from all stakeholders and available data through surveys and student achievement/school data, the Charter School has updated its LCAP. Some of the updates include: ▪ Purchasing of common-core aligned instructional materials ▪ Improvements in English Learner services ▪ Expanding summer school ▪ Increasing employee salaries and implementing performance pay ▪ Increasing college preparedness by offering “Advisory” classes, a college planning and career exploration program for students, offering special programs to prepare students for the SAT/ACT tests, and encouraging students to take AP courses and participate in the EAP ▪ Investing in effective technology infrastructure to enhance instruction in the classroom ▪ Offering an annual STEAM festival and a STEAM expo ▪ Other input includes improving school facilities, identification and support of immigrant students and foster youth, decreasing truancy and sustaining after school and Saturday programs.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school sites-level advisory groups, as applicable (e.g., school sites councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school sites level. The LEA may identify which school sites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school sites.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school sites level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is district-wide, school-wide, countywide, or charter-wide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupil subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	All	<u>✓ ALL</u> OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$9,000.00 BTSA 5800-BTSA expenses, EL authorization fees
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.	All	<u>✓ ALL</u> OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits
Priority 1: Charter School will annually review alignment of instructional materials to standards.	All	<u>✓ ALL</u> OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits
Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.	All	<u>✓ ALL</u> OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits
Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	All	<u>✓ ALL</u> OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$11,780.00 supplies, materials, etc. \$3,220.00 books 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)

Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$600.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Priority 2: Charter School will ensure curricula and assessments are aligned to the CCSS.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2,850.00 MAP testing fees (Title I Fees)
Priority 2: Teachers will participate in professional development on the implementation of CCSS.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000.00 5800 Professional Development on CCSS
Priorities 2 & 4 & 8: Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$900.00 Professional Development on EL strategies (Title I Funds)
Priorities 2 & 4 & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$17,000.00 (10% of teachers' salary) Power English and Power Math teacher salaries (Title I funds)
Priorities 2 & 4 & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	All	<u>✓ ALL</u>	\$24,500.00 salary After school and

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Saturday ELA and math tutoring (Title I funds)
Priorities 2 & 4 & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	All	✓ <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries Dean of Academics salary & benefits
Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.	All	✓ <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits
Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.	All	✓ <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$82,500.00 salary \$17,325.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits College Advisor salary & benefits
Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.	All	✓ <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$82,500.00 salary \$17,325.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits College Advisor salary & benefits
Priority 4:	English Learners	<u>ALL</u>	\$485.00

Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	Redesignated fluent English proficient	OR: __Low Income pupils ☒ English Learners __Foster Youth ☒ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	ELD supplemental materials (Title I Funds) \$900.00 Focused PD on ELD standards (Title I Funds) \$2,759.00
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	All	<u>ALL</u> OR: __Low Income pupils ☒ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	AP test fees (Title I) \$20,000.00 salary (10% of salary) \$4,200.00 benefits 1100 – AP teacher salary 3100 -STRS 3400 – Health & Welfare
Priority 4: Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.	All	☒ <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$82,500.00 salary \$17,325.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits College Advisor salary & benefits \$10,000.00 salary (5% of salary) \$2,100.00 benefits 1100 – Advisory teacher salary 3100 -STRS 3400 – Health & Welfare

GOAL #2:	All students will become independent, innovative scholars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ ☒ 8__ ☒ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Priority 7: ▪ To increase access to all possible courses and programs		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Priority 7: - Charter School will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. 100% of students will have sufficient access to all academic and educational programs provided by the Charter School. - At least 5% of all students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club. - At least 90% of our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study. Priority 8: - At least 80% of all students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo. - At least 80% of all students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency. - At least 80% of all students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 7: ▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits
Priority 7: ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits
Priority 7: ▪ Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	All	☒ ALL OR: __Low Income pupils __English Learners	\$5,000.00 (10% of teacher's salary) \$1050.00 benefits

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1100 Math teacher salary 3100 -STRS 3400 – Health & Welfare
Priority 7: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	All	✓__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$500,000 Salary \$105,000 benefits 1100 - teacher salary 3100 -STRS 3400 – Health & Welfare \$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	All	✓__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$19,000.00 salary \$3,990.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits Computer/Technology teacher salaries & benefits

GOAL #3:	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3_✓_ 4__ 5_✓_ 6_✓_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Priority 3: To increase parental involvement and seek parent input for making decisions for the Charter School To promote parent participation Priority 5: To increase student attendance To avoid chronic absenteeism To avoid middle school dropout To avoid high school dropout To increase high school graduation rate Priority 6: To avoid student suspension To avoid student expulsion To increase the sense of safety and school connectedness		
Goal Applies to:	Schools:	All	Applicable Pupil Subgroups: All
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Priority 3: Charter School will hold a minimum of 4 SSC meetings per year. Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. Charter School will hold a minimum of 4 Parent Task Force (PTF) meetings per year. Charter School will hold a minimum of 5 parent activities/events per year. Teachers will update SIS records daily/weekly. Charter School will send a minimum of 4 progress reports/cards to parents per year. At least 10% of Charter School's students will be home-visited by the teachers. Priority 5: Charter School will maintain an ADA rate of at least 95%. Charter School will maintain a chronic absenteeism rate of no more than 1%. Charter School will maintain a middle school dropout rate of no more than 1%. Charter School will maintain a high school dropout rate of no more than 1%. Charter School will maintain a four-year cohort graduation rate of at least 75%. Priority 6: Charter School will maintain a student suspension rate of no more than 5%. Charter School will maintain a student expulsion rate of no more than 1%. Student participation rate in the school experience survey will be at least 80%. Parent participation rate in the school experience survey will be at least 25%. Staff participation rate in the school experience survey will be at least 90%. Approval rating on school experience surveys of students, parents, and staff will be at least 85%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 3:	All	✓ ALL	\$500.00

Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Parent Involvement Activities (Title I Funds)
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$500.00 Parent Involvement Activities (Title I Funds)
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	English Learners	<u>ALL</u> OR: __Low Income pupils <u>✓</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$500.00 Parent Involvement Activities (Title I Funds)
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$500.00 Parent Involvement Activities (Title I Funds)
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$15,000.00 - CoolSIS data management system fees 5822- Other professional fees
Priority 3: Charter School will communicate with the parents of academically low-achieving students.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits

Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,800.00 Home-visit stipends (Title I funds)
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$6,000. 00 (10% of salary) \$1260.00 benefits 1300 Teacher Salary Life Skills teacher 3100 -STRS 3400 – Health & Welfare Life Skills Teacher
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$82,500.00 College Advisor salary & benefits
Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2,000.00 Fuel Ed credit recovery course fees 4325 – Instructional Materials and supplies
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits Dean of Academics salary

			& benefits
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$5,000.00 Teacher PD on PBIS/Restorative Justice
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$68,782.00 salary \$9,066.00 benefits 1300 – Certificated Supervisor and Admin Salaries 3100 -STRS 3400 – Health & Welfare Benefits Dean of Academics salary & benefits \$6,000. 00 (10% of salary) \$1260.00 benefits 1300 Teacher Salary Life Skills teacher 3100 -STRS 3400 – Health & Welfare Life Skills Teacher
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2,000.00 Survey expenses - Panorama 5900 - Communications

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

	- At least 80% of students in grade 11 will participate in the EAP assessment. - At least 50% of students who participate in the EAP assessment will demonstrate college preparedness. Priority 8: - At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives.		100% of graduating seniors have successfully completed courses that satisfy the UC/CSU or career technical education program requirements in 2014-15. We expect a rate of 100% in 2015-16, too. 2014-15: 100% 2015-16: 100% (expected) - The percentage of EL students who are reclassified has increased by at least 7% from the prior year. 2014-15: 12% 2015-16: 56% 80% of students in grades 9-11 participated in the PSAT test in 2015-16. 40% of students who participated in the PSAT test met or exceeded college readiness benchmarks for their grade level. 100% of students in grade 11 participated in the EAP assessment in 2014-15. We expect a rate of 100% in 2015-16. 69% of students who participated in the EAP assessment demonstrated college preparedness in 2014-15. We expect a rate of 70% in 2015-16. Priority 8: 80% of all students enrolled in the Charter School for a full academic year received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives. We expect a rate of 85% in 2015-16.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	19,000.00 5800-BTSA expenses, EL authorization fees	Priority 1: All teacher credentials have been reviewed. Charter School has supported 3 of its teachers for their credentialing needs.	\$5,500.00 5800-BTSA expenses, EL authorization fees
Scope of service:		Scope of service:	
✓ ALL		✓ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.		Priority 1: Charter School is compliant with its teacher assignments.	
Scope of service:		Scope of service:	

☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 1: ▪ Charter School will annually review alignment of instructional materials to standards.	\$92,200.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: ▪ Charter School has reviewed its current instructional materials and they are aligned to standards.	\$108,863.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 1: ▪ Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.	\$65,000.00 Dean of Academics salary & benefits	Priority 1: ▪ Charter School keeps an inventory of instructional materials and corresponding purchase of materials.	\$68,792.00 salary \$9,067.00 benefits Dean of Academics salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 1: ▪ Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	\$92,200.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: ▪ Charter School has used its budget to ensure sufficient access to instructional materials.	\$108,863.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 1: ▪ Charter School will do annual and monthly facility inspections to screen for safety hazards.		Priority 1: ▪ Charter School has done annual and monthly facility inspections to screen for safety hazards.	

Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ▪ Daily general cleaning by custodial staff will maintain campus cleanliness.	\$0 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits	Priority 1: ▪ Charter School has maintained its campus cleanliness through daily general cleaning.	\$276.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 2: ▪ Charter School will ensure curricula and assessments are aligned to the CCSS.	\$2,000.00 MAP testing fees	Priority 2: ▪ Charter School implements curricula and assessments aligned to the CCSS.	\$2,000.00 MAP testing fees
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 2: ▪ Teachers will participate in professional development on the implementation of CCSS.	\$16,000.00 5800 Professional Development on CCSS	Priority 2: ▪ Teachers have participated in professional development on the implementation of CCSS.	\$10,840.00 5800 Professional Development on CCSS
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: ▪ Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$900.00 5800 Professional Development on EL strategies	Priorities 2 & 4 & 8: ▪ Charter School provides CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$900.00 5800 Professional Development on EL strategies

Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: ▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs.	\$35,126.00 Power English and Power Math teacher salaries	Priorities 2 & 4 & 8: ▪ During the day, Charter School provides additional supports and interventions to all students, including ELs.	\$30,000.00 Power English and Power Math teacher salaries
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: ▪ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$24,500.00 After school and Saturday ELA and math tutoring (Title I funds)	Priorities 2 & 4 & 8: ▪ Charter School provides additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$20,000.00 After school and Saturday ELA and math tutoring (Title I funds)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: ▪ Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	\$65,000.00 Dean of Academics salary & benefits	Priorities 2 & 4 & 8: ▪ Charter School synthesizes CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets.	\$68,792.00 salary \$9,067.00 benefits Dean of Academics salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4:	\$65,000.00	Priority 4:	\$68,792.00 salary \$9,067.00 benefits

Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.	Dean of Academics salary & benefits	API data is not available at this time. Charter School synthesizes other state and federal accountability information into reports and regularly reviews progress towards targets.	Dean of Academics salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.		Priority 4: Charter School offers courses that meet UC/CSU admission requirements.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.	\$66,000.00 College Advisor salary & benefits	Priority 4: Charter School offers 4-year academic plans, outlining the classes students will take during their four years of high school.	\$42,000.00 College Advisor salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	\$0.00 ELD supplemental materials \$900.00 Focused PD on ELD standards (Title I Funds)	Priority 4: Charter School has identified ELs by proficiency level, provided ELD instruction aligned to the new standards, and monitored student progress in program implementation according to its EL Master Plan.	\$6,500.00 ELD supplemental materials (Title I Funds) \$900.00 Focused PD on ELD standards (Title I Funds)
Scope of service:		Scope of service:	
☐ ALL		☐ ALL	

OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	\$25,000.00 AP test fees	Priority 4: Based on student needs and interests, Charter School has offered the following AP courses this year: AP Spanish, AP Biology, AP World History and AP English	\$55,000.00 AP test fees
Scope of service: ☒ ALL		Scope of service: ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	\$66,000.00 College Advisor salary & benefits	Priority 4: Charter School has offered "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.	\$42,000.00 College Advisor salary & benefits
Scope of service: ☒ ALL		Scope of service: ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. - Charter School will continue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted based on how many teachers will have credentialing needs. - Charter School has made a checklist of instructional materials to be used next year and made a purchase order for next year to ensure sufficient access to materials. Expenditure amount will be adjusted based on the number of instructional materials needed. - Charter School will continue to do annual and monthly facility inspections to screen for safety hazards. Expenditure amount will be adjusted based on repair and cleaning needs. - Charter School will continue to provide professional development to all of its teachers to ensure 100% implementation of CCSS. Expenditure amount will be adjusted based on PD needs. - Charter School has revised its EL Master Plan to better serve the needs of our EL students. Charter School will continue to provide EL support and interventions. Expenditure amount will be adjusted based on the ELD materials and PD needs. - Charter School will continue to use the MAP test to set targets for student subgroups and each student. Charter School will continue to regularly review student performance towards targets and provide additional supports and interventions. Expenditure amount will be adjusted based on the number of instructional support personnel.		

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| | <ul style="list-style-type: none">▪ Charter School will continue to provide courses that meet UC/CSU requirements. Our college advisor will continue to work with our students on their 4-year academic plans.▪ Charter School will continue to offer the same AP courses next year and add additional courses depending on student needs and interests.▪ Charter School will continue to offer Advisory and College Readiness classes in high school. |
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OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.		Priority 7: Charter School has designed its master schedule to meet the needs of all students.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: ☒ Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		Priority 1: ☒ Charter School offers "Advanced Math" class and club to students in grades 6-8.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	\$???00 STEAM Festival and Expo expenses	Priority 7: Charter School has provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School has organized a local STEAM festival. Our students have participated in the Magnolia-wide STEAM expo.	\$1,000.00 STEAM Festival and Expo expenses
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. ☒ Charter School will continue to provide core courses and electives as outlined in its charter petition and provide 100% access to all students.		

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| | <ul style="list-style-type: none">▪ Charter School will continue to expand its online course offerings through Fuel Education.▪ Charter School will continue to offer “Advanced Math” class and club to students in grades 6-8.▪ Charter School will continue to organize a local STEAM festival, participate in the Magnolia-wide STEAM expo and county-wide science fairs and activities.▪ Charter School will continue to offer Computer/Technology classes and/or blended learning experience for our students. Charter School will continue to provide PD to our staff on Blended Learning. |
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Original GOAL from prior year LCAP:	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3✓ 4__ 5✓ 6✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Priority 3: - Charter School will hold a minimum of 4 SSC meetings per year. - Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. - Charter School will hold a minimum of 4 Parent Task Force (PTF) meetings per year. - Charter School will hold a minimum of 5 parent activities/events per year. - Teachers will update SIS records daily/weekly. - Charter School will send a minimum of 4 progress reports/cards to parents per year. - At least 25% of Charter School's students will be home-visited by the teachers. Priority 5: - Charter School will maintain an ADA rate of at least 95%. - Charter School will maintain a chronic absenteeism rate of no more than 1%. - Charter School will maintain a middle school dropout rate of no more than 1%. - Charter School will maintain a high school dropout rate of no more than 1%. - Charter School will maintain a four-year cohort graduation rate of at least 75%. Priority 6: - Charter School will maintain a student suspension rate of no more than 5%. - Charter School will maintain a student expulsion rate of no more than 1%. - Student participation rate in the school experience survey will be at least 80%. - Parent participation rate in the school experience survey will be at least 25%. - Staff participation rate in the school experience survey will be at least 90%.		Actual Annual Measurable Outcomes:	Priority 3: - Charter School has held 4 SSC meetings in 2015-16 so far and will have held a total of 5 meetings by the end of the school year. - Charter School has held 6 Parent Task Force (PTF) meetings in 2015-16 so far and will have held a total of 7 meetings by the end of the school year. - Charter School has held 5 parent activities/events this year. - Teachers update SIS records daily/weekly. - Charter School has sent 5 progress reports/cards to parents in 2015-16 so far and will have sent a total of 6 progress reports/cards by the end of the school year. 5% of Charter School's students have been home-visited by the teachers in 2015-16 so far. Priority 5: - Charter School maintained an ADA rate of 98% in 2014-15. Our rate in 2015-16 so far is 95% and we expect a rate of at least 95% by the end of the school year. - Our chronic absenteeism rate in 2015-16 so far is 5.7%. - Charter School maintained a middle school dropout rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. - Charter School maintained a high school dropout rate of 3% in 2014-15. Our rate in 2015-16 so far is 4%. - Charter School maintained a four-year cohort graduation rate of 95% in 2014-15. We expect a rate of 95% by the end of the 2015-16 school year. Priority 6: - Charter School maintained a student suspension rate of 2.6% in 2014-15. Our rate in 2015-16 so far is 0% and we expect to maintain this rate until the end of the school year.

	Approval rating on school experience surveys of students, parents, and staff will be at least 85%.		- Charter School maintained a student expulsion rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. - Student participation rate in the school experience survey is 83% in 2015-16. - Parent participation rate in the school experience survey is 27% in 2015-16. - Staff participation rate in the school experience survey is 75% in 2015-16. - Approval rating on school experience surveys in 2015-16: Students: 61% Parents: 57% Staff: 83%
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	\$500.00 Parent Involvement Activities (Title I Funds)	Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	\$375.00 Parent Involvement Activities (Title I Funds)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.		Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.		Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	

Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	\$500.00 Parent Involvement Activities (Title I Funds)	Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	\$375.00 Parent Involvement Activities (Title I Funds)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$15,000 5800-SIS fees	Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$9,000.00 5800-SIS fees
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will communicate with the parents of academically low-achieving students.	\$65,000.00 salary Dean of Academics salary & benefits	Priority 3: Charter School will communicate with the parents of academically low-achieving students.	\$68,792.00 salary \$9,067.00 benefits Dean of Academics salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$1,000.00 Home-visit stipends (Title I funds)	Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$100.00 Home-visit stipends (Title I funds)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	

Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	\$65,000.00 salary Dean of Academics salary & benefits	Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all its students and families. Academic and socio-emotional support will be provided to address student needs.	\$68,792.00 salary \$9,067.00 benefits Dean of Academics salary & benefits
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.		Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	\$66,000.00 College Advisor salary & benefits	Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	\$42,000.00 College Advisor salary & benefits
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	Fuel Ed credit recovery course fees	Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	\$3,000.00 Fuel Ed credit recovery course fees
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 6:	\$65,000.00	Priority 6:	\$68,792.00 salary \$9,067.00 benefits

Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	Dean's salary & benefits	Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	Dean of Academics salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	\$16,000.00 Teacher PD	Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	\$10,840.00 Teacher PD
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	\$65,000.00 Dean's salary & benefits	Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	\$68,792.00 salary \$9,067.00 benefits Dean of Academics salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	\$4,500.00 Survey expenses - Panorama	Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	\$2,000.00 Survey expenses - Panorama
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Goal, actions, and services will be maintained.

- Charter School will continue to provide opportunities for parent involvement. Expenditure amount will be adjusted based on SIS fees, parent events/activities, and number of home visits.
- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.
- Charter School will continue to offer 4-year academic plans, credit recovery classes, and monitor for timely high school graduation.
- Charter School will continue to assess its suspension policies and procedures and encourage positive student behavior and improvements.
- Charter School will continue to administer school experience surveys to students, parents, and staff. Charter School will continue to use survey results for school improvement.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district-wide, school-wide, countywide, or charter-wide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a district-wide or school-wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:

\$ 368,149.00

Charter School's identified amount of funds in the LCAP year is approximately \$368,149.00. These funds are calculated based on the number and concentration of our low income, foster youth, and English learner students.

Charter School will offer a variety of support programs and supports specifically for low-income, foster youth, and English learners. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils and other related services. Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, Life Skills classes, positive behavior support and restorative practices. Following are the actions, services, and expenditures for the unduplicated pupils:

Low income pupils:

Actions and services:

- Charter School will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements.

- Charter School will expand summer learning programs to prevent summer learning loss.
- Charter School will provide resources for increased outreach efforts to low income families including home visits and meetings.
- Charter School will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources.
- Charter School will provide targeted assistance to low income students in career/college readiness activities and guidance.
- Charter School will provide STEAM related courses, clubs, field trips, competitions, and other activities to promote STEAM.
- Charter School will provide bullying prevention training.

Anticipated expenditures: \$333,149.00

- Afterschool programs
- Summer learning programs
- Home visits
- Parent trainings
- Career/college readiness activities for low income pupils

Foster youth:

Actions and services:

- Foster youth will receive educational counseling.
- Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.
- Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth.
- Charter School will improve communication with foster guardians.

Anticipated expenditures: \$20,000.00

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- Charter School will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- Charter School will implement its English Learners Master Plan.
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- Charter School will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- Charter School will provide additional teaching sections of EL intervention courses.
- Charter School will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- Charter School will provide culturally and linguistically relevant materials for students.
- Charter School will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.
- Charter School will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- Charter School will regularly review progress towards targets.
- Charter School will provide additional supports and interventions, as needed.

Anticipated expenditures: \$15,000.00

- EL intervention courses
- Bilingual instructional assistants
- ESL/ELD/EL instructional materials
- Parent trainings for bilingual parents
- EL progress analysis towards targets

Redesignated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEs).

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

26.18	%
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Charter School Proportionality Calculation:

Charter School's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. The Charter School addresses the needs of our school's English learners, low Income students and foster youth by providing the services described in detail in the prior sections. The majority of students served at the Charter School will be focus students and the Charter School will continue to maintain and improve its services to unduplicated students. School-wide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. Charter School recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, Charter School will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Charter School Local Control and Accountability Plan and addresses the needs of our school's low income, foster youth, and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

Introduction:

LEA: Magnolia Science Academy-5 Contact (Name, Title, Email, Phone Number): Brad Plonka, Principal, bplonka@magnoliapublicschools.org, (818) 705-5676
 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-5 (“MSA-5” or “Charter School”) has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, social media, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, Dean meetings, and staff meetings. In addition, the Charter School conducts surveys for parents, students, and teachers and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders. MSA-5 has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for LEP students and immigrants, and a WASC action plan for continual school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.	All major groups have been informed of the LCAP work and given an opportunity to participate. MSA-5’s team has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP: ▪ Fully implement state-adopted ELA and math academic content and performance standards for all students, including subgroups, and support teacher professional development ▪ Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement ▪ Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets ▪ Analyze our programs for EL, SWD, and FY to provide increased instructional support to all student subgroups, including these student groups ▪ Develop college-preparedness ▪ Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in MSA-5 to maintain sense of safety and school connectedness
Annual Update: The Charter School held its periodical meetings in 2015-16 to gather input from its stakeholders. These include at least 4 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 5 parent activities/events including Coffee with the Principal meetings, weekly staff meetings and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey. Parent participation rate in the survey was over 90%. MSA-5’s staff made 40 home visits during 2015-16 and sought feedback from the parents for school improvement.	Annual Update: Based on input from all stakeholders and available data through surveys and student achievement/school data, MSA-5 has updated its LCAP. Some of the updates include: ▪ Purchasing of common-core aligned instructional materials ▪ Addition of school-level support positions, e.g., instructional coach ▪ Improvements in English Learner services ▪ Summer school options ▪ Increasing employee salaries and implementing performance pay ▪ Investing in effective technology to enhance instruction in the classroom ▪ Offering an annual STEAM festival and a STEAM expo ▪ Other input includes improving school facilities, identification and support of immigrant students and foster youth, decreasing truancy and sustaining after school and Saturday programs.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL #1:	All students will pursue academic excellence and be college/career ready.		Related State and/or Local Priorities: 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☒ COE only: 9 ☐ 10 ☐ Local : Specify _____	
Identified Need:	Priority 1: - To ensure teachers are appropriately assigned and fully credentialed - To ensure every pupil has sufficient access to standards-aligned instructional materials - To ensure school facilities are maintained in good repair Priority 2: - To implement Common Core State Standards Priority 4: - To increase the percentage of students who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system - To increase or maintain the API scores to meet or exceed the API growth targets school-wide and for all student subgroups - To increase the percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program - To increase the percentage of ELs who make progress toward English language proficiency - To increase the percentage of ELs who are reclassified as FEP - To increase the percentage of students who take and pass AP exams - To increase the percentage of students who are on track to be college/career ready Priority 8: - To increase student proficiency in all courses			
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Priority 1: 100% of MSA-5's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 100% of students will have sufficient access to standards-aligned instructional materials. - At least 90% of the items on facility inspection checklists will be in compliance/good standing. Priority 2: - MSA-5 will provide 100% implementation of CCSS for all students. Priority 4: - All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) - For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2016 to 2017. - For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from fall to spring. Priority 8: - MSA-5 will meet or exceed the annual API growth targets for all student subgroups. - The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by 3% from the prior year. - The percentage of EL students who are reclassified will increase by 3% from the prior year. Priority 8: - At least 70% of all students enrolled at MSA-5 for a full academic year will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Priority 1: - MSA-5 will conduct credential review as part of teacher hiring process and support our	All	☒ ALL	\$6000.00	

teachers' credentialing needs.		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	5800-BTSA expenses, EL authorization fees
Priority 1: ▪ MSA-5 will annually review master schedule/teacher assignments to ensure compliance.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ▪ MSA-5 will annually review alignment of instructional materials to standards.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ▪ MSA-5 will annually keep an inventory of instructional materials and corresponding purchase of materials.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ▪ MSA-5 will annually review budget and plan to ensure adequate budget for instructional materials.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$164,900.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Priority 1: ▪ MSA-5 will do annual and monthly facility inspections to screen for safety hazards.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 2: ▪ MSA-5 will ensure curricula and assessments are aligned to the CCSS.	All	☒ <u>ALL</u>	\$2200.00

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	MAP testing fees
Priority 2: Teachers will participate in professional development on the implementation of CCSS.	All	✓ <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2000.00 5800 Professional Development on CCSS
Priorities 2 & 4 & 8: MSA-5 will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	All	✓ <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1200.00 5800 Professional Development on EL strategiesgoal
Priorities 2 & 4 & 8: During the day, MSA-5 will provide additional supports and interventions to all students, including ELs.	All	✓ <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$20,000.00 Power English and Power Math teacher salaries (Title I funds)
Priorities 2 & 4 & 8: MSA-5 will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	All	✓ <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1000.00 After school and Saturday ELA and math tutoring (Title I funds)
Priorities 2 & 4 & 8: MSA-5 will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	All	✓ <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$68,399.00 Dean of Academics salary & benefits
Priority 4: MSA-5 will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.	All	✓ <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 4: MSA-5 will offer courses that meet UC/CSU admission requirements.	All	✓ <u>ALL</u>	

		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 4: ▪ MSA-5 will offer 4-year academic plans; outlining the classes students will take during their four years of high school.	All	✓ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 4: ▪ MSA-5 will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	English Learners	ALL	\$5000.00 ELD core materials
	Redesignated fluent English proficient	OR: __ Low Income pupils __ ✓ English Learners __ Foster Youth __ ✓ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$2000.00 ELD supplemental materials \$2000.00 Focused PD on ELD standards
Priority 4: ▪ MSA-5 will offer “Advisory” classes (college planning and career exploration program).	All	✓ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify)_____	

GOAL #2:	All students will become independent, innovative scholars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ ☒ 8__ ☒ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Priority 7: ▪ To increase access to all possible courses and programs	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	Priority 7: - MSA-5 will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. 100% of students will have sufficient access to all academic and educational programs provided by the Charter School. - At least 5% of all students enrolled at MSA-5, grades 6-8 will be taking the "Advanced Math" class or club. Priority 8: - At least 80% of all students enrolled at MSA-5 will create or demonstrate a STEAM focused project, experiment, model or demo. - At least 70% of all students enrolled at MSA-5 in "Advanced Math" class or club in grades 6-8 will demonstrate proficiency. - At least 80% of all students enrolled at MSA-5 in Computer/Technology classes will demonstrate proficiency.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
Priority 7: ▪ MSA-5 will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.	All	☒ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____
Priority 7: ▪ MSA-5 will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.	All	☒ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____
Priority 7: ▪ MSA-5 will offer an "Advanced Math" class or club to students in grades 6-8.	All	☒ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____
Priority 7:	All	☒ ALL

\$68,399.00

Dean of Academics
salary & benefits

MSA-5 will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. MSA-5 will also provide information and access to quality out-of-school STEAM activities and achievements.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 7: MSA-5 will offer Computer/Technology classes and/or blended learning experience for our students.	All	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$23,000.00 Computer/Technology teacher program

GOAL #3:	All MSA-5 students, families, staff, and other stakeholders will feel a sense of community and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3__✓ 4__ 5__✓ 6__✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Priority 3: - To increase parental involvement and seek parent input for making decisions for the Charter School - To promote parent participation Priority 5: - To increase student attendance - To avoid 0 absenteeism - To avoid middle school dropout Priority 6: - To avoid student suspension - To avoid student expulsion - To increase the sense of safety and school connectedness			
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Priority 3: - MSA-5 will hold a minimum of 4 SSC meetings per year. - MSA-5 will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. - MSA-5 will hold a minimum of 4 Parent Task Force (PTF) meetings per year. - MSA-5 will hold a minimum of 5 parent activities/events per year. - Teachers will update SIS records daily/weekly. - MSA-5 will send a minimum of 4 progress reports/cards to parents per year. - At least 20% of MSA-5's students will be home-visited by the teachers. Priority 5: - MSA-5 will maintain an ADA rate of at least 95%. - MSA-5 will maintain a chronic absenteeism rate of no more than 10%. - MSA-5 will maintain a middle school dropout rate of no more than 1%. Priority 6: - MSA-5 will maintain a student suspension rate of no more than 5%. - MSA-5 will maintain a student expulsion rate of no more than 1%. - Student participation rate in the school experience survey will be at least 80%. - Parent participation rate in the school experience survey will be at least 25%. - Staff participation rate in the school experience survey will be at least 90%. - Approval rating on school experience surveys of students, parents, and staff will be at least 70%.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 3: MSA-5 will have parents on its School Site Council (SSC) and hold periodic SSC meetings.		All	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Priority 3: MSA-5 will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: MSA-5 will have a Parent Task Force (PTF) and hold periodic PTF meetings.	English Learners	<u>___ ALL</u> OR: ___ Low Income pupils <u>✓</u> English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: MSA-5 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: MSA-5 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$10,000.00 5800-SIS fees
Priority 3: MSA-5 will communicate with the parents of academically low-achieving students.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: MSA-5 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$2000.00 Home-visit stipends (Title I funds)

Priority 5: MSA-5 will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	All	<u>✓ ALL</u> OR: <u>__ Low Income pupils __ English Learners</u> <u>__ Foster Youth __ Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify) _____</u>	\$5000.00 Dean of Culture stipend
Priority 5: MSA-5 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	All	<u>✓ ALL</u> OR: <u>__ Low Income pupils __ English Learners</u> <u>__ Foster Youth __ Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify) _____</u>	
Priority 5: MSA-5 will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	All	<u>✓ ALL</u> OR: <u>__ Low Income pupils __ English Learners</u> <u>__ Foster Youth __ Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify) _____</u>	
Priority 5: MSA-5 will offer credit recovery classes and provide support to ensure timely high school graduation.	All	<u>✓ ALL</u> OR: <u>__ Low Income pupils __ English Learners</u> <u>__ Foster Youth __ Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify) _____</u>	
Priority 6: MSA-5 will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	All	<u>✓ ALL</u> OR: <u>__ Low Income pupils __ English Learners</u> <u>__ Foster Youth __ Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify) _____</u>	
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	All	<u>✓ ALL</u> OR: <u>__ Low Income pupils __ English Learners</u> <u>__ Foster Youth __ Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify) _____</u>	\$10000.00 Teacher PD Edge Coaching 5820
Priority 6: MSA-5 staff will acknowledge and encourage positive student behavior and improvements.	All	<u>✓ ALL</u> OR: <u>__ Low Income pupils __ English Learners</u> <u>__ Foster Youth __ Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify) _____</u>	

Priority 6: MSA-5 will annually administer school experience surveys to students, parents, and staff.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____ OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$1500.00 Survey expenses
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

			African American 42% 47% 0% 55% - API data is not available at this time. - The percentage of EL students who are reclassified has decreased by 2% from the prior year. 2014-15: 20% 2015-16: 18% Priority 8: 70% of all students enrolled in the Charter School for a full academic year received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives. We expect a rate of 85% in 2015-16.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 1: MSA-5 will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	9000.00 5800-BTSA expenses, EL authorization fees	Priority 1: All teacher credentials have been reviewed. MSA-5 has supported 1 of its teachers for their credentialing needs.	3000.00 5800-BTSA expenses, EL authorization fees
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: MSA-5 will annually review master schedule/teacher assignments to ensure compliance.		Priority 1: MSA-5 is compliant with its teacher assignments.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: MSA-5 will annually review alignment of instructional materials to standards.		Priority 1: MSA-5 has reviewed its current instructional materials and they are aligned to standards.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: MSA-5 will annually keep an inventory of instructional materials and corresponding purchase of materials.		Priority 1: MSA-5 keeps an inventory of instructional materials and corresponding purchase of materials.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: MSA-5 will annually review budget and plan to ensure adequate budget for instructional materials.	\$120,800.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: MSA-5 has used its budget to ensure sufficient access to instructional materials.	\$84,170.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: MSA-5 will do annual and monthly facility inspections to screen for safety hazards.		Priority 1: MSA-5 has done annual and monthly facility inspections to screen for safety hazards.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.		Priority 1: Charter School has maintained its campus cleanliness through daily general cleaning.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	

Priority 2: MSA-5 will ensure curricula and assessments are aligned to the CCSS.	\$2500.00 MAP testing fees	Priority 2: MSA-5 implements curricula and assessments aligned to the CCSS.	\$1900.00 MAP testing fees
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 2: Teachers will participate in professional development on the implementation of CCSS.		Priority 2: Teachers have participated in professional development on the implementation of CCSS.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: MSA-5 will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$600.00 5800 Professional Development on EL strategies	Priorities 2 & 4 & 8: MSA-5 provides CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$600.00 5800 Professional Development on EL strategies
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: During the day, MSA-5 will provide additional supports and interventions to all students, including ELs.	\$19,082.80 Power English and Power Math teacher salaries (Title I funds)	Priorities 2 & 4 & 8: During the day, MSA-5 provides additional supports and interventions to all students, including ELs.	\$19,082.80 Power English and Power Math teacher salaries (Title I funds)
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: MSA-5 will provide additional supports and interventions to all students, including ELs,	\$569.98	Priorities 2 & 4 & 8: MSA-5 provides additional supports and interventions to all students, including ELs,	

during after school hours and on Saturday.	After school and Saturday ELA and math tutoring (Title I funds)	during after school hours and on Saturday.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: MSA-5 will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	\$64,428.00 Dean of Academics salary & benefits	Priorities 2 & 4 & 8: MSA-5 synthesizes CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets.	\$64,428.00 Dean of Academics salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: MSA-5 will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.		Priority 4: API data is not available at this time. MSA-5 synthesizes other state and federal accountability information into reports and regularly reviews progress towards targets.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: MSA-5 will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.		Priority 4: MSA-5 has identified ELs by proficiency level, provided ELD instruction aligned to the new standards, and monitored student progress in program implementation according to its EL Master Plan.	
Scope of service:		Scope of service:	
☐ ALL		☐ ALL	
OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and	Goal, actions, and services will be maintained.		

expenditures will be made as a result of reviewing past progress and/or changes to goals?

- MSA-5 will continue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted based on how many teachers will have credentialing needs.
- MSA-5 has made a checklist of instructional materials to be used next year and made a purchase order for next year to ensure sufficient access to materials. Expenditure amount will be adjusted based on the number of instructional materials needed.
- MSA-5 will continue to do annual and monthly facility inspections to screen for safety hazards. Expenditure amount will be adjusted based on repair and cleaning needs.
- MSA-5 will continue to provide professional development to all of its teachers to ensure 100% implementation of CCSS. Expenditure amount will be adjusted based on PD needs.
- MSA-5 has revised its EL Master Plan to better serve the needs of our EL students. Charter School will continue to provide EL support and interventions. Expenditure amount will be adjusted based on the ELD materials and PD needs.
- MSA-5 will continue to use the MAP test to set targets for student subgroups and each student. Charter School will continue to regularly review student performance towards targets and provide additional supports and interventions. Expenditure amount will be adjusted based on the number of instructional support personnel.
- MSA-5 will begin to provide courses that meet UC/CSU requirements. Our admin team and advisory teacher will continue to work with our students on their 4-year academic plans.

Priority 7: MSA-5 will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.		Priority 7: MSA-5 has designed its master schedule to meet the needs of all students.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: MSA-5 will offer an "Advanced Math" class or club to students in grades 6-8.		Priority 1: MSA-5 offers "Advanced Math" class and club to students in grades 6-8.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: MSA-5 will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. MSA-5 will also provide information and access to quality out-of-school STEAM activities and achievements.		Priority 7: MSA-5 has provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. MSA-5 has organized a local STEAM festival. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: MSA-5 will offer Computer/Technology classes and/or blended learning experience for our students.	\$1000.00 Computer/Technology teacher stipend	Priority 7: MSA-5 offers Computer/Technology classes and/or blended learning experience for our students. Charter School purchased 100 Chromebooks in 2015-16. Our teachers have participated in PD on Blended Learning.	\$1000.00 Computer/Technology teacher stipend
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing	Goal, actions, and services will be maintained. MSA-5 will continue to provide core courses and electives as outlined in its charter petition and provide 100% access to all students.		

past progress and/or changes to goals?

- MSA-5 will continue to expand its online course offerings through Fuel Education.
- MSA-5 will continue to offer “Advanced Math” class and club to students in grades 6-8.
- MSA-5 will continue to organize a local STEAM festival, participate in the Magnolia-wide STEAM expo and county-wide science fairs and activities.
- MSA-5 will continue to offer Computer/Technology classes and/or blended learning experience for our students. MSA-5 will continue to provide PD to our staff on Blended Learning.

Original GOAL from prior year LCAP:	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3__✓ 4__ 5__✓ 6__✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Priority 3: - MSA-5 will hold a minimum of 4 SSC meetings per year. - MSA-5 will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. - MSA-5 will hold a minimum of 4 Parent Task Force (PTF) meetings per year. - MSA-5 will hold a minimum of 5 parent activities/events per year. - Teachers will update SIS records daily/weekly. - MSA-5 will send a minimum of 4 progress reports/cards to parents per year. - At least 25% of MSA-5's students will be home-visited by the teachers. Priority 5: - MSA-5 will maintain an ADA rate of at least 95%. - MSA-5 will maintain a chronic absenteeism rate of no more than 1%. - MSA-5 will maintain a middle school dropout rate of no more than 1%. - MSA-5 will maintain a high school dropout rate of no more than 1%. Priority 6: - MSA-5 will maintain a student suspension rate of no more than 5%. - MSA-5 will maintain a student expulsion rate of no more than 1%. - Student participation rate in the school experience survey will be at least 80%. - Parent participation rate in the school experience survey will be at least 25%. - Staff participation rate in the school experience survey will be at least 90%. - Approval rating on school experience surveys of students, parents, and staff will be at least 85%.		Actual Annual Measurable Outcomes:	Priority 3: - MSA-5 has held 3 SSC meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. - MSA-5 has held 3 English Learner Advisory Committee (ELAC) meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. - MSA-5 has held 4 Parent Task Force (PTF) meetings in 2015-16 so far and will have held a total of 5 meetings by the end of the school year. - MSA-5 has held more than 5 parent activities/events this year. - Teachers update SIS records daily/weekly. - MSA-5 has sent 5 progress reports/cards to parents in 2015-16 so far and will have sent a total of 6 progress reports/cards by the end of the school year. 25% of MSA-5's students have been home-visited by the teachers in 2015-16 so far. Priority 5: - MSA-5 maintained an ADA rate of 95% in 2014-15. Our rate in 2015-16 so far is 95% and we expect a rate of at least 95% by the end of the school year. - MSA-5 maintained a chronic absenteeism rate of 13.98% in 2014-15. Our rate in 2015-16 so far is 13.54% and we expect a rate of 10% by the end of the school year. - MSA-5 maintained a middle school dropout rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. Priority 6: - MSA-5 maintained a student suspension rate of 1.6% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of no more than 5% by the end of the school year. - MSA-5 maintained a student expulsion rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. - Student participation rate in the school experience survey is 77% in 2015-16.

			- Parent participation rate in the school experience survey is 91% in 2015-16. - Staff participation rate in the school experience survey is 100% in 2015-16. - Approval rating on school experience surveys in 2015-16: Students: 61% Parents: 92% Staff: 100%
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 3: MSA-5 will have parents on its School Site Council (SSC) and hold periodic SSC meetings.		Priority 3: MSA-5 will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: MSA-5 will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.		Priority 3: MSA-5 will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: MSA-5 will have a Parent Task Force (PTF) and hold periodic PTF meetings.		Priority 3: MSA-5 will have a Parent Task Force (PTF) and hold periodic PTF meetings.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: MSA-5 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.		Priority 3: MSA-5 will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	
Scope of service:		Scope of service:	

☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 3: MSA-5 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$10,000.00 5800-SIS fees	Priority 3: MSA-5 will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$10,000.00 5800-SIS fees
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 3: Charter School will communicate with the parents of academically low-achieving students.		Priority 3: MSA-5 will communicate with the parents of academically low-achieving students.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 3: MSA-5 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$500.00 Home-visit stipends (Title I funds)	Priority 3: MSA-5 teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$500.00 Home-visit stipends (Title I funds)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 5: MSA-5 will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.		Priority 5: MSA-5 will provide a safe, nurturing, and engaging learning environment for all its students and families. Academic and socio-emotional support will be provided to address student needs.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 5: ☐ MSA-5 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.		Priority 5: ☐ MSA-5 will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 6: ☐ MSA-5 will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.		Priority 6: ☐ MSA-5 will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 6: ☐ Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		Priority 6: ☐ Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 6: ☐ MSA-5 staff will acknowledge and encourage positive student behavior and improvements.		Priority 6: ☐ MSA-5 staff will acknowledge and encourage positive student behavior and improvements.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	

Priority 6: ■ MSA-5 will annually administer school experience surveys to students, parents, and staff.	\$1500.00 Survey expenses	Priority 6: ■ MSA-5 will annually administer school experience surveys to students, parents, and staff.	\$1500.00 Survey expenses
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. ■ MSA-5 will continue to provide opportunities for parent involvement. Expenditure amount will be adjusted based on SIS fees, parent events/activities, and number of home visits. ■ MSA-5 will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs. ■ MSA-5 will begin to offer 4-year academic plans and monitor for timely high school graduation. ■ MSA-5 will continue to assess its suspension policies and procedures and encourage positive student behavior and improvements. ■ MSA-5 will continue to administer school experience surveys to students, parents, and staff. Charter School will continue to use survey results for school improvement.		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>\$342,045.00</u>
MSA-5's identified amount of funds in the LCAP year is approximately \$342,045.00. These funds are calculated based on the number and concentration of our low income, foster youth, and English learner students. Charter School will offer a variety of support programs and supports specifically for low-income, foster youth, and English learners. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, Get Ready for Life classes, positive behavior support and restorative practices. Following are the actions, services, and expenditures for the unduplicated pupils: Low income pupils: Actions and services: ▪ MSA-5 will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements. ▪ MSA-5 will expand summer learning programs to prevent summer learning loss. ▪ MSA-5 will provide resources for increased outreach efforts to low income families including home visits and meetings. ▪ MSA-5 will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources. ▪ MSA-5 will provide targeted assistance to low income students in career/college readiness activities and guidance. ▪ MSA-5 will provide STEM related courses, clubs, field trips, competitions, and other activities to promote STEM. ▪ MSA-5 will provide bullying prevention training. ▪ MSA-5 will provide/pilot programs such as Second Step and Why Try to provide explicit social/emotional instruction. Anticipated expenditures: \$340,000.00 ▪ Afterschool programs ▪ Summer learning programs ▪ Home visits ▪ Parent trainings ▪ Career/college readiness activities for low income pupils	

Foster youth:

Actions and services:

- Foster youth will receive educational counseling.
- Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.
- Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth.
- Charter School will improve communication with foster guardians.

Anticipated expenditures: \$20,000.00

- Guidance/PSA counselor

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- MSA-5 will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- MSA-5 will implement its English Learners Master Plan.
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- MSA-5 will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- MSA-5 will provide additional teaching sections of EL intervention courses.
- MSA-5 will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- MSA-5 will provide culturally and linguistically relevant materials for students.
- MSA-5 will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.
- MSA-5 will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- MSA-5 will regularly review progress towards targets.
- MSA-5 will provide additional supports and interventions, as needed.

Anticipated expenditures: \$55,000.00

- EL intervention courses
- Bilingual instructional assistants
- ESL/ELD/EL instructional materials
- Parent trainings for bilingual parents
- EL progress analysis towards targets

Redesignated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPS).

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

27.62	%
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MSA-5's Proportionality Calculation:

MSA-5's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. MSA-5 addresses the needs of our school's English learners, low Income students and foster youth by providing the services described in detail in the prior sections. The majority of students served at MSA-5 will be focus students and MSA-5 will continue to maintain and improve its services to unduplicated students. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. MSA-5 recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, MSA-5 will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of MSA-5's Local Control and Accountability Plan and addresses the needs of our school's low income, foster youth, and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

Introduction:

LEA: Magnolia Science Academy-6 Contact (Name, Title, Email, Phone Number): John Terzi, Principal, jterzi@magnoliapublicschools.org, (310) 842-8555
 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-6 (“MSA-6” or “Charter School”) has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, Dean meetings, and staff meetings. In addition, the Charter School conducts surveys for parents, students, and teachers and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders. The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for LEP students and immigrants, and a WASC action plan for continual school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.	All major groups have been informed of the LCAP work and given an opportunity to participate. The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP: ▪ Fully implement state-adopted ELA and math academic content and performance standards for all students, including subgroups, and support teacher professional development ▪ Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement ▪ Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets ▪ Analyze our programs for EL, SWD, and FY to provide increased instructional support to all student subgroups, including these student groups ▪ Develop college-preparedness ▪ Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in the Charter School to maintain sense of safety and school connectedness
Annual Update: The Charter School held its periodical meetings in 2015-16 to gather input from its stakeholders. These include 4 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 5 parent activities/events including monthly Coffee with the Principal meetings, weekly staff meetings and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey. Parent participation rate in the survey was 52%. The Charter School staff made 45 home visits during 2015-16 and sought feedback from the parents for school improvement.	Annual Update: Based on input from all stakeholders and available data through surveys and student achievement/school data, the Charter School has updated its LCAP. Some of the updates include: ▪ Purchasing of common-core aligned instructional materials ▪ Addition of school-level support positions, e.g., instructional coach ▪ Improvements in English Learner services ▪ Increasing employee salaries and implementing performance pay ▪ Investing in effective technology to enhance instruction in the classroom ▪ Continue offering an annual STEM festival and a STEM expo ▪ Other input includes improving school facilities, identification and support of immigrant students and foster youth, decreasing truancy and sustaining after school and Saturday programs.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL #1:	Incorporate writing in all subject areas as evidence by Cluster Reports.		Related State and/or Local Priorities: 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☒ COE only: 9 ☐ 10 ☐ Local : Specify _____	
Identified Need :	Priority 1: - To ensure teachers are appropriately assigned and fully credentialed - To ensure every pupil has sufficient access to standards-aligned instructional materials Priority 2: - To implement Common Core State Standards Priority 4: - To increase the percentage of students who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system - To increase the percentage of ELs who make progress toward English language proficiency - To increase the percentage of ELs who are reclassified as FEP - To increase the percentage of students who are on track to be college/career ready Priority 8: - To increase student proficiency in all courses			
Goal Applies to:	Schools:	All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Priority 1: 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 100% of students will have sufficient access to standards-aligned instructional materials. - At least 90% of the items on facility inspection checklists will be in compliance/good standing. Priority 2: - Charter School will provide 100% implementation of CCSS for all students. Priority 4: - All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) - For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2016 to 2017. - For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from fall to spring. - Charter School will meet or exceed the annual API growth targets for all student subgroups. - The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by no less than 50%. - The percentage of EL students who are reclassified will be no less than 20%. Priority 8: - At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	All	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____		\$12,000.00 5863-BTSA expenses, EL authorization fees (LCFF)

Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually review alignment of instructional materials to standards.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$49,200.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.) (LCFF)
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$11,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits (LCFF)

Priority 2: Charter School will ensure curricula and assessments are aligned to the CCSS.	All	<u>✓ ALL</u> OR: <u>__ Low Income pupils __ English Learners</u> <u>__ Foster Youth __ Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify) _____</u>	\$3,000.00 MAP testing fees (LCFF Supplemental)
Priority 2: Teachers will participate in professional development on the implementation of CCSS.	All	<u>✓ ALL</u> OR: <u>__ Low Income pupils __ English Learners</u> <u>__ Foster Youth __ Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify) _____</u>	\$5,000.00 5863 Professional Development on CCSS (LCFF)
Priorities 2 & 4 & 8: Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	All	<u>✓ ALL</u> OR: <u>__ Low Income pupils __ English Learners</u> <u>__ Foster Youth __ Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify) _____</u>	\$1,000.00 5863 Professional Development on EL strategies (LCFF Supplemental)
Priorities 2 & 4 & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	All	<u>✓ ALL</u> OR: <u>__ Low Income pupils __ English Learners</u> <u>__ Foster Youth __ Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify) _____</u>	\$20,000.00 Power English and Power Math teacher salaries (Title I funds)
Priorities 2 & 4 & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	All	<u>✓ ALL</u> OR: <u>__ Low Income pupils __ English Learners</u> <u>__ Foster Youth __ Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify) _____</u>	\$10,000.00 After school and Saturday ELA and math tutoring (Title I funds)
Priorities 2 & 4 & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	All	<u>✓ ALL</u> OR: <u>__ Low Income pupils __ English Learners</u> <u>__ Foster Youth __ Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify) _____</u>	\$75,000.00 Assistant principal salary & benefits (LCFF)
Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.	All	<u>✓ ALL</u> OR: <u>__ Low Income pupils __ English Learners</u> <u>__ Foster Youth __ Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify) _____</u>	

Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.	All	<u>✓ ALL</u> OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	
Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.	All	<u>✓ ALL</u> OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	
Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	English Learners Redesignated fluent English proficient	<u>ALL</u> OR: <u>Low Income pupils</u> <u>✓ English Learners</u> <u>Foster Youth</u> <u>✓ Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	\$5,000.00 ELD core materials (LCFF) \$1,000.00 ELD supplemental materials (LCFF) \$1,000.00 Focused PD on ELD standards (LCFF Supplemental)
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	All	<u>ALL</u> OR: <u>Low Income pupils</u> <u>✓ English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u>	
Priority 4: Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	All	<u>✓ ALL</u> OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups:(Specify)</u> OR: <u>Low Income pupils</u> <u>English Learners</u> <u>Foster Youth</u> <u>Redesignated fluent English proficient</u> <u>Other Subgroups: (Specify)</u>	

GOAL #2:	All students will become independent, innovative scholars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ ☒ 8__ ☒ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Priority 7: ▪ To increase access to all possible courses and programs		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Priority 7: ▪ Charter School will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ 100% of students will have sufficient access to all academic and educational programs provided by the Charter School. ▪ At least 5% of all students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club. ▪ At least 90% of our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study. Priority 8: ▪ At least 50% of all students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo. ▪ At least 50% of all students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency. ▪ At least 50% of all students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 7: ▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 7: ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$75,000.00 Assistant principal salary & benefits (LCFF)
Priority 7: ▪ Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Priority 7: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	All	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	All	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____ OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$50,000.00 Computer/Technology teacher salaries & benefits (LCFF) \$1,000.00 Focused PD on Blended Learning (LCFF Supplemental)

GOAL #3:	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3_✓_ 4__ 5_✓_ 6_✓_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Priority 3: - To increase parental involvement and seek parent input for making decisions for the Charter School - To promote parent participation Priority 5: - To increase student attendance - To avoid chronic absenteeism - To avoid middle school dropout - To avoid high school dropout - To increase high school graduation rate Priority 6: - To avoid student suspension - To avoid student expulsion - To increase the sense of safety and school connectedness			
Goal Applies to:	Schools:	All	Applicable Pupil Subgroups:	
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Priority 3: - Charter School will hold a minimum of 4 SSC meetings per year. - Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. - Charter School will hold a minimum of 4 Parent Task Force (PTF) meetings per year. - Charter School will hold a minimum of 3 parent activities/events per year. - Teachers will update SIS records daily/weekly. - Charter School will send a minimum of 4 progress reports/cards to parents per year. - At least 20% of Charter School's students will be home-visited by the teachers. Priority 5: - Charter School will maintain an ADA rate of at least 95%. - Charter School will maintain a chronic absenteeism rate of no more than 1%. - Charter School will maintain a middle school dropout rate of no more than 1%. Priority 6: - Charter School will maintain a student suspension rate of no more than 5%. - Charter School will maintain a student expulsion rate of no more than 1%. - Student participation rate in the school experience survey will be at least 80%. - Parent participation rate in the school experience survey will be at least 50%. - Staff participation rate in the school experience survey will be at least 90%. - Approval rating on school experience surveys of students, parents, and staff will be at least 85%.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	All	✓ ALL OR: __Low Income pupils __English Learners		

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	English Learners	<u>ALL</u> OR: __Low Income pupils <u>✓</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000.00 5800-SIS fees (Cool SIS) (LCFF)
Priority 3: Charter School will communicate with the parents of academically low-achieving students.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$3,000.00 Home-visit stipends (Title I funds)

Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	All	<u>✓ ALL</u> OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$125,000.00 Assistant principal salary & benefits Life Skills teacher salary & benefits (LCFF)
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	All	<u>✓ ALL</u> OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$45,000.00 Attendance clerk salary & benefits (LCFF)
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	All	<u>✓ ALL</u> OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	All	<u>✓ ALL</u> OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	All	<u>✓ ALL</u> OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$75,000.00 Assistant principal salary & benefits (LCFF)
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	All	<u>✓ ALL</u> OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$3,000.00 Teacher PD on positive relationships and positive school climate (LCFF)
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	All	<u>✓ ALL</u> OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	

Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____ OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$3,000.00 Survey expenses Panorama Education (LCFF)
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

	Priority 8: At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives.		- The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC has increased by 5% from the prior year. 2014-15: 60% 2015-16: 65% - The percentage of EL students who are reclassified has increased by 32% from the prior year. 2014-15: 40% 2015-16: 72% Priority 8: 80% of all students enrolled in the Charter School for a full academic year received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives. We expect a rate of 85% in 2015-16.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs. Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	6,000.00 5800-BTSA expenses, EL authorization fees	Priority 1: All teacher credentials have been reviewed. Charter School has supported one of its teachers for their credentialing needs. Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	3,000.00 5800-BTSA expenses, EL authorization fees
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance. Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		Priority 1: Charter School is compliant with its teacher assignments. Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually review alignment of instructional materials to standards. Scope of service:		Priority 1: Charter School has reviewed its current instructional materials and they are aligned to standards. Scope of service:	

☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ☐ Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.		Priority 1: ☐ Charter School keeps an inventory of instructional materials and corresponding purchase of materials.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ☐ Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	\$167,504.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: ☐ Charter School has used its budget to ensure sufficient access to instructional materials.	\$65,736.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ☐ Charter School will do annual and monthly facility inspections to screen for safety hazards.		Priority 1: ☐ Charter School has done annual and monthly facility inspections to screen for safety hazards.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ☐ Daily general cleaning by custodial staff will maintain campus cleanliness.	\$9,600.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits	Priority 1: ☐ Charter School has maintained its campus cleanliness through daily general cleaning.	\$9,600.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 2: ▪ Charter School will ensure curricula and assessments are aligned to the CCSS.	\$3,000.00 MAP testing fees	Priority 2: ▪ Charter School implements curricula and assessments aligned to the CCSS.	\$3,000.00 MAP testing fees
Scope of service: _____		Scope of service: _____	
☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 2: ▪ Teachers will participate in professional development on the implementation of CCSS.	\$5,000.00 5800 Professional Development on CCSS	Priority 2: ▪ Teachers have participated in professional development on the implementation of CCSS.	\$9,555.00 5800 Professional Development on CCSS
Scope of service: _____		Scope of service: _____	
☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: ▪ Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$1,000.00 5800 Professional Development on EL strategies	Priorities 2 & 4 & 8: ▪ Charter School provides CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$500.00 5800 Professional Development on EL strategies
Scope of service: _____		Scope of service: _____	
☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: ▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs.	\$20,000.00 Power English and Power Math teacher salaries (Title I funds)	Priorities 2 & 4 & 8: ▪ During the day, Charter School provides additional supports and interventions to all students, including ELs.	\$20,000.00 Power English and Power Math teacher salaries (Title I funds)
Scope of service: _____		Scope of service: _____	
☒ ALL		☒ ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: ▪ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$9,000.00 After school and Saturday ELA and math tutoring (Title I funds)	Priorities 2 & 4 & 8: ▪ Charter School provides additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$9,300.00 After school and Saturday ELA and math tutoring (Title I funds)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: ▪ Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	\$67,000.00 Dean of Academics salary & benefits \$9,000.00 Title I/Intervention teacher salary & benefits (Title I funds)	Priorities 2 & 4 & 8: ▪ Charter School synthesizes CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets.	\$67,000.00 Dean of Academics salary & benefits \$9,300.00 Title I/Intervention teacher salary & benefits (Title I funds)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 4: ▪ Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.		Priority 4: ▪ API data is not available at this time. Charter School synthesizes other state and federal accountability information into reports and regularly reviews progress towards targets.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 4: ▪ Charter School will offer courses that meet UC/CSU admission requirements.		Priority 4: ▪ Charter School offers courses that meet UC/CSU admission requirements.	
Scope of service:		Scope of service:	

☒ ALL		☒ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 4: ▪ Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.		Priority 4: ▪ Charter School offers 4-year academic plans, outlining the classes students will take during their four years of high school.	N/A
Scope of service: _____		Scope of service: _____	
☒ ALL		☒ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 4: ▪ Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	\$5,000.00 ELD core materials \$1,000.00 ELD supplemental materials \$1,000.00 Focused PD on ELD standards	Priority 4: ▪ Charter School has identified ELs by proficiency level, provided ELD instruction aligned to the new standards, and monitored student progress in program implementation according to its EL Master Plan.	\$7128.00 ELD core materials \$240.00 ELD supplemental materials \$500.00 Focused PD on ELD standards
Scope of service: _____		Scope of service: _____	
☐ ALL		☐ ALL	
OR: __ Low Income pupils ☒ English Learners __ Foster Youth ☒ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils ☒ English Learners __ Foster Youth ☒ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 4: ▪ Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	N/A	Priority 4: ▪ Charter school has only middle school grades.	N/A
Scope of service: _____		Scope of service: _____	
☒ ALL		☒ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 4: ▪ Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	N/A	Priority 4: ▪ Charter school has only middle school grades.	N/A

Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. - Charter School will continue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted based on how many teachers will have credentialing needs. - Charter School has made a checklist of instructional materials to be used next year and made a purchase order for next year to ensure sufficient access to materials. Expenditure amount will be adjusted based on the number of instructional materials needed. - Charter School will continue to do annual and monthly facility inspections to screen for safety hazards. Expenditure amount will be adjusted based on repair and cleaning needs. - Charter School will continue to provide professional development to all of its teachers to ensure 100% implementation of CCSS. Expenditure amount will be adjusted based on PD needs. - Charter School has revised its EL Master Plan to better serve the needs of our EL students. Charter School will continue to provide EL support and interventions. Expenditure amount will be adjusted based on the ELD materials and PD needs. - Charter School will continue to use the MAP test to set targets for student subgroups and each student. Charter School will continue to regularly review student performance towards targets and provide additional supports and interventions. Expenditure amount will be adjusted based on the number of instructional support personnel.		

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: ☐ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.		Priority 7: ☐ Charter School has designed its master schedule to meet the needs of all students.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: ☐ Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		Priority 1: ☐ Charter School offers "Advanced Math" class and club to students in grades 6-8.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: ☐ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	\$1,000.00 STEAM Festival and Expo expenses	Priority 7: ☐ Charter School has provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School has organized a local STEAM festival. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities.	\$692.15 STEAM Festival and Expo expenses
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: ☐ Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	\$50,000.00 Computer/Technology teacher salaries & benefits \$1,000.00 Focused PD on Blended Learning	Priority 7: ☐ Charter School offers Computer/Technology classes and/or blended learning experience for our students. Charter School purchased 180 Chromebooks and 45 all in one computers in 2015-16. Our teachers have participated in PD on Blended Learning.	\$50,000.00 Computer/Technology teacher salaries & benefits \$75,000.00 Chromebooks and computers \$500.00 Focused PD on Blended Learning
☒ ALL		☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. - Charter School will continue to provide core courses and electives as outlined in its charter petition and provide 100% access to all students. - Charter School will continue to offer "Advanced Math" class and club to students in grades 6-8. - Charter School will continue to organize a local STEAM festival, participate in the Magnolia-wide STEAM expo and county-wide science fairs and activities. - Charter School will continue to offer Computer/Technology classes and/or blended learning experience for our students. Charter School will continue to provide PD to our staff on Blended Learning.		

Original GOAL from prior year LCAP:	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3✓ 4__ 5✓ 6✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Priority 3: - Charter School will hold a minimum of 4 SSC meetings per year. - Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. - Charter School will hold a minimum of 4 Parent Task Force (PTF) meetings per year. - Charter School will hold a minimum of 5 parent activities/events per year. - Teachers will update SIS records daily/weekly. - Charter School will send a minimum of 4 progress reports/cards to parents per year. - At least 25% of Charter School's students will be home-visited by the teachers. Priority 5: - Charter School will maintain an ADA rate of at least 95%. - Charter School will maintain a chronic absenteeism rate of no more than 1%. - Charter School will maintain a middle school dropout rate of no more than 1%. - Charter School will maintain a high school dropout rate of no more than 1%. - Charter School will maintain a four-year cohort graduation rate of at least 75%. Priority 6: - Charter School will maintain a student suspension rate of no more than 5%. - Charter School will maintain a student expulsion rate of no more than 1%. - Student participation rate in the school experience survey will be at least 80%. - Parent participation rate in the school experience survey will be at least 25%. - Staff participation rate in the school experience survey will be at least 90%. - Approval rating on school experience surveys of students, parents, and staff will be at least 85%.		Actual Annual Measurable Outcomes:	Priority 3: - Charter School has held 4 SSC meetings in 2015-16. - Charter School has held 3 English Learner Advisory Committee (ELAC) meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. - Charter School has held 8 Parent Task Force (PTF) meetings in 2015-16 so far and will have held a total of 9 meetings by the end of the school year. - Charter School has held more than 5 parent activities/events this year. - Teachers update SIS records daily/weekly. - Charter School has sent 5 progress reports/cards to parents in 2015-16 so far and will have sent a total of 6 progress reports/cards by the end of the school year. 25% of Charter School's students have been home-visited by the teachers in 2015-16 so far. Priority 5: - Charter School maintained an ADA rate of 98% in 2014-15. Our rate in 2015-16 so far is 98% and we expect a rate of at least 97% by the end of the school year. - Charter School maintained a chronic absenteeism rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. - Charter School maintained a middle school dropout rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. Priority 6: - Charter School maintained a student suspension rate of 5% in 2014-15. Our rate in 2015-16 so far is 5% and we expect a rate of no more than 5% by the end of the school year. - Charter School maintained a student expulsion rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. - Student participation rate in the school experience survey is 99% in 2015-16.

			- Parent participation rate in the school experience survey is 52% in 2015-16. - Staff participation rate in the school experience survey is 90% in 2015-16. - Approval rating on school experience surveys in 2015-16: Students: 74% Parents: 85% Staff: 100%
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.		Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.		Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.		Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.		Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	
Scope of service:		Scope of service:	

☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$10,000.00 5800-SIS fees	Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$8,000.00 5800-SIS fees
Scope of service:		Scope of service:	
☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will communicate with the parents of academically low-achieving students.		Priority 3: Charter School will communicate with the parents of academically low-achieving students.	
Scope of service:		Scope of service:	
☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$3,000.00 Home-visit stipends (Title I funds)	Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$1,000.00 Home-visit stipends (Title I funds)
Scope of service:		Scope of service:	
☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	\$52,000.00 Life Skills teacher salary & benefits	Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all its students and families. Academic and socio-emotional support will be provided to address student needs.	\$52,000.00 Life Skills teacher salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 5: ☐ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$40,000.00 Attendance clerk salary & benefits	Priority 5: ☐ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$40,250.00 Attendance clerk salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 5: ☐ Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.		Priority 5: ☐ Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	N/A
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 5: ☐ Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.		Priority 5: ☐ Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	N/A
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 6: ☐ Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	\$67,000.00 Dean of Students salary & benefits	Priority 6: ☐ Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	\$67,000.00 Dean of Students (AP) salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 6: ☐ Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	\$1,000.00 Teacher PD on Classroom management	Priority 6: ☐ Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	\$1,000.00 Teacher PD on Classroom management
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 6: ☐ Charter School staff will acknowledge and encourage positive student behavior and improvements.		Priority 6: ☐ Charter School staff will acknowledge and encourage positive student behavior and improvements.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 6: ☐ Charter School will annually administer school experience surveys to students, parents, and staff.	\$3,000.00 Survey expenses	Priority 6: ☐ Charter School will annually administer school experience surveys to students, parents, and staff.	\$3,000.00 Survey expenses
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. - Charter School will continue to provide opportunities for parent involvement. Expenditure amount will be adjusted based on SIS fees, parent events/activities, and number of home visits. - Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs. - Charter School will continue to offer 4-year academic plans, credit recovery classes, and monitor for timely high school graduation.		

- | | |
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| | <ul style="list-style-type: none">▪ Charter School will continue to assess its suspension policies and procedures and encourage positive student behavior and improvements.▪ Charter School will continue to administer school experience surveys to students, parents, and staff. Charter School will continue to use survey results for school improvement. |
|--|--|

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>355,357.00</u>
Charter School's identified amount of funds in the LCAP year is approximately \$313,906.00. These funds are calculated based on the number and concentration of our low income and English learner students. Charter School will offer a variety of support programs and supports specifically for low-income and English learners. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, Life skills (character education) classes, positive behavior support and restorative practices. Following are the actions, services, and expenditures for the unduplicated pupils: Low income pupils: Actions and services: ▪ Charter School will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements. ▪ Charter School will expand summer learning programs to prevent summer learning loss. ▪ Charter School will provide resources for increased outreach efforts to low income families including home visits and meetings. ▪ Charter School will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources. ▪ Charter School will provide targeted assistance to low income students in career/college readiness activities and guidance. ▪ Charter School will provide STEM related courses, clubs, field trips, competitions, and other activities to promote STEM. ▪ Charter School will provide bullying prevention training. ▪ Charter School will provide/pilot programs such as Second Step and Why Try to provide explicit social/emotional instruction. Anticipated expenditures: \$300,000.00 ▪ Afterschool programs ▪ Summer learning programs ▪ Home visits ▪ Parent trainings ▪ Career/college readiness activities for low income pupils	

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- Charter School will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- Charter School will implement its English Learners Master Plan.
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- Charter School will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- Charter School will provide additional teaching sections of EL intervention courses.
- Charter School will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- Charter School will provide culturally and linguistically relevant materials for students.
- Charter School will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.
- Charter School will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- Charter School will regularly review progress towards targets.
- Charter School will provide additional supports and interventions, as needed.

Anticipated expenditures: \$55,357.00

- EL intervention courses
- Bilingual instructional assistants
- ESL/ELD/EL instructional materials
- Parent trainings for bilingual parents
- EL progress analysis towards targets

Redesignated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPS).

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

29.15	%
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Charter School Proportionality Calculation:

Charter School's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. The Charter School addresses the needs of our school's English learners and low Income students by providing the services described in detail in the prior sections. The majority of students served at the Charter School will be focus students and the Charter School will continue to maintain and improve its services to unduplicated students. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. Charter School recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, Charter School will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Charter School Local Control and Accountability Plan and addresses the needs of our school's low income and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

Introduction:

LEA: Magnolia Science Academy-7 Elementary Contact: Fatih Metin, Principal, fmetin@magnoliapublicschools.org, (818) 886-0585 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced

in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-7 (“MSA-7” or “Charter School”) has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, Dean meetings, and staff meetings. In addition, the Charter School conducts surveys for parents, students, and teachers and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders. The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for LEP students and immigrants, and a WASC action plan for continual school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.	All major groups have been informed of the LCAP work and given an opportunity to participate. The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP: ▪ Fully implement state-adopted ELA and math academic content and performance standards for all students, including subgroups, and support teacher professional development ▪ Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement ▪ Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets ▪ Analyze our programs for EL, SWD, and FY to provide increased instructional support to all student subgroups, including these student groups ▪ Develop middle school preparedness ▪ Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in the Charter School to maintain sense of safety and school connectedness ▪ Campus Security will be increased (considering new cameras, campus security, spot lights). ▪ Improve playground for student safety. ▪ Add additional restrooms for staff. ▪ School Copier Should be replaced.
Annual Update: The Charter School held its periodical meetings in 2015-16 to gather input from is stakeholders. These include 6 PTF meetings, 4 SSC meetings, 4 ELAC meetings, at least 5 parent activities/events including 2 Coffee with the Principal meetings, weekly staff meetings and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey. Parent participation rate in the survey was 90%. The Charter School staff made 72 home visits during 2015-16 and sought feedback from the parents for school improvement.	Annual Update: Based on input from all stakeholders and available data through surveys and student achievement/school data, the Charter School has updated its LCAP. Some of the updates include: ▪ Purchasing of common-core aligned instructional materials ▪ Addition of school-level support positions, e.g., Math intervention Teachers and Teacher Assistants ▪ Improvements in English Learner services ▪ Expanding summer school ▪ Increasing employee salaries and implementing performance pay ▪ Increasing Art Implementation while teaching STEM by collaborative working with Wallis Annenberg Art Center. ▪ Investing in effective technology to enhance instruction in the classroom ▪ Offering an annual STEAM festival and a STEAM expo ▪ Other input includes improving school facilities, identification and support of immigrant students and foster youth, decreasing truancy and sustaining after school and Saturday programs.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is district wide, school wide, countywide, or charter wide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the

additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils' subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/ reviewed for individual school sites?
- 10) What information was considered/ reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL #1:	All students will pursue academic excellence and be ready for middle school. College/career awareness is the part of the mission of MSA-7 (Elementary).		Related State and/or Local Priorities: 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☒ COE only: 9 ☐ 10 ☐ Local : Specify _____	
Identified Need :	▪ Priority 1: - To ensure teachers are appropriately assigned and fully credentialed - To ensure every pupil has sufficient access to standards-aligned instructional materials - To ensure school facilities are maintained in good repair ▪ Priority 2: - To implement Common Core State Standards ▪ Priority 4: - To increase the percentage of students who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system - To increase or maintain the API scores to meet or exceed the API growth targets school-wide and for all student subgroups - To increase the percentage of ELs who make progress toward English language proficiency - To increase the percentage of ELs who are reclassified as FEP - To increase the percentage of students who are on motivated to have college/career degree ▪ Priority 8: - To increase student proficiency in all courses			
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	▪ Priority 1: 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 100% of students will have sufficient access to standards-aligned instructional materials. - At least 90% of the items on facility inspection checklists will be in compliance/good standing. ▪ Priority 2: - Charter School will provide 100% implementation of CCSS in Math, ELA, History, and Science for all students. ▪ Priority 4: - All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) - For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2016 to 2017. - For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from fall to spring. ▪ Charter School will meet or exceed the annual API growth targets for all student subgroups. ▪ At least 90% of graduating 5th graders will have successfully completed courses that satisfy the Middle School Courses. ▪ The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by 5% from the prior year. ▪ The percentage of EL students who are reclassified will increase by 2 % from the prior year. ▪ Priority 8: - At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
▪ Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	All	☒ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English proficient ___ Other Subgroups:(Specify)_____	\$10,000.00 5863	

Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated Fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually review alignment of instructional materials to standards.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials. Replacing and fixing equipments such as ELMOs, Projectors, Smart Boards etc.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$2000.00 5617 Repairs and Maintenance (Other equipment).
Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$120,000 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards. MSA-7 will improve playground by replacing sand with foam base.MSA-7 will also have additional staff restrooms. The trees will be trimmed.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$23,000.00 5615 Repairs and Maintenance (Building).
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$50,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Priority 2: Charter School will ensure curricula and assessments are aligned to the CCSS.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$6,000.00 MAP testing fees

Priority 2: Teachers will participate in professional development on the implementation of CCSS.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$26,100.00 5863 Professional Development on CCSS
Priorities 2 & 4 & 8: Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$7,000.00 5863 Professional Development on EL strategies
Priorities 2 & 4 & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	170,000.00 Math Intervention Teacher and 5 TAs salaries (Partially From Title I Funds)
Priorities 2 & 4 & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$10,000.00 After school and Saturday ELA and math tutoring (Title I funds)
Priorities 2 & 4 & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$90,000.00 Dean of Academics (Vice Principal's salary & benefits) and \$5,000 for Data Managers and \$5,000 for Testing Coordinators add on
Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	English Learners Redesignated fluent English proficient	☒ <u>ALL</u> OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	70,000.00 ELD Coordinator and Teacher Salary with benefits \$5,000.00 ELD supplemental materials \$5,000.00 Focused PD on ELD

			standards
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GOAL #2:	All students will become independent, innovative scholars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ ☒ 8__ ☒ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Priority 7: ▪ To increase access to all possible courses and programs	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	Priority 7: ▪ Charter School will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ 100% of students will have sufficient access to all academic and educational programs provided by the Charter School. ▪ At least 80 % of all students enrolled in the Charter School's STEAM clubs. ▪ At least 90% of our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study. Priority 8: ▪ At least 80% of all students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo. ▪ At least 80% of all students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service
Priority 7: ▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.	All	☒ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____
Priority 7: ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.	All	☒ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____
Priority 7: ▪ Charter School will offer an STEAM class.	All	☒ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____
Priority 7: ▪ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	All	☒ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____
		Budgeted Expenditures \$90,000.00 Vice Principal (Dean of Academics) salary & benefits
		Budgeted Expenditures \$30,000.00 After School Hours Payments for Club Runners and supplies for the clubs

Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	All	☒ <u>ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____ OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	\$40,000.00 Computer/Technology laborant salaries & benefits \$10,000.00 Focused PD on Blended Learning
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GOAL #3:	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3 ☒ 4__ 5 ☒ 6 ☒ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Priority 3: To increase parental involvement and seek parent input for making decisions for the Charter School To promote parent participation Priority 5: To increase student attendance To avoid chronic absenteeism To avoid middle school dropout To avoid high school dropout To increase high school graduation rate Priority 6: To avoid student suspension To avoid student expulsion To increase the sense of safety and school connectedness		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Priority 3: Charter School will hold a minimum of 4 SSC meetings per year. Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. Charter School will hold a minimum of 7 Parent Task Force (PTF) meetings per year. Charter School will hold a minimum of 5 parent activities/events per year. Teachers will update SIS records weekly. Charter School will send a minimum of 4 progress reports/cards to parents per year.		

- At least 25% of Charter School's students will be home-visited by the teachers. Priority 5: - Charter School will maintain an ADA rate of at least 95%. - Charter School will maintain a chronic absenteeism rate of no more than 1%. Priority 6: - Charter School will maintain a student suspension rate of no more than 1%. - Charter School will maintain a student expulsion rate of no more than 1%. - Student participation rate in the school experience survey will be at least 80%. - Parent participation rate in the school experience survey will be at least 50%. - Staff participation rate in the school experience survey will be at least 80%. - Approval rating on school experience surveys of students, parents, and staff will be at least 80%.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. Child Care expenses to increase participation. Necessary Training/workshop payments.	All	<u>✓ ALL</u> OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$1000.00 1000s ,2000s,5000s, Operational spending, and after hour salaries
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings. Child Care expenses to increase participation. Necessary Training/workshop payments.	English Learners	<u>✓ ALL</u> OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$1000.00 1000s ,2000s,5000s, Operational spending, and after hour salaries
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. Child Care expenses to increase participation. Necessary Training/workshop payments.	All	<u>ALL</u> OR: <u> </u> Low Income pupils <u>✓</u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$1000.00 1000s ,2000s,5000s, Operational spending, and after hour salaries
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Necessary arrangements, snacks, workshops, hall rent, after hour payments.	All	<u>✓ ALL</u> OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$10,000.00 1000s ,2000s,5000s, Operational spending, and after hour salaries
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	All	<u>✓ ALL</u> OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$20,000.00 5800-SIS fees

Priority 3: Charter School will communicate with the parents of academically low-achieving students.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$5000.00 Communication Fee, Mail, Phone, Office supply. 5000s Operational Spending
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$10,000.00 Home-visit stipends (Title I funds)
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$20,000 School Culture Coordinator position additional payment and related expenses 1000s and 5000s
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____ OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$55,000.00 Attendance clerk salary & benefits
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	In Vice Principal salary \$ 90,000.00 Salaries and benefits
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$25,000.00 Teacher PD on Edge Coaching and CSUN Counseling Cervices
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient	\$5000.00 Awards and motivating activities

		__Other Subgroups:(Specify)_____	
Priority 6: ▪ Charter School will annually administer school experience surveys to students, parents, and staff.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$5,000.00

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	All students will pursue academic excellence and be college/career ready.		Related State and/or Local Priorities: 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☒ COE only: 9 ☐ 10 ☐ Local : Specify _____	
	Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable	Priority 1: 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Actual Annual Measurable	Priority 1: 100% of Charter School's teachers are appropriately assigned and fully credentialed as required by law and the charter.	

Outcomes:

- 100% of students will have sufficient access to standards-aligned instructional materials.
 - At least 90% of the items on facility inspection checklists will be in compliance/good standing.
- Priority 2:**
- Charter School will provide 100% implementation of CCSS for all students.
- Priority 4:**
- For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2015 to 2016.
 - For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from fall to spring.
 - Charter School will meet or exceed the annual API growth targets for all student subgroups.
 - At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements.
 - The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by 5% from the prior year.
 - The percentage of EL students who are reclassified will increase by 5% from the prior year.
- Priority 8:**
- At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives.

Outcomes:

- 100% of students have sufficient access to standards-aligned instructional materials.
 - At least 90% of the items on facility inspection checklists are in compliance/good standing.
- Priority 2:**
- Charter School provides 100% implementation of CCSS for all students.
- Priority 4:**
- For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system is expected to increase by 5% from 2015 to 2016. More specific targets will be set as 2016 SBAC data becomes available.)

SBAC Subgroups (ELA) – 2014-2015						
Grade Level	Hispanic/Latino	White	African American	Low SES	EL	SPED
3rd	48%	51%	33%	46%	0%	33%
4th	27%	63%	50%	34%	0%	17%
5th	50%	100%	N/A	52%	0%	17%
SBAC Subgroups (Math) – 2014-2015						
Grade Level	Hispanic/Latino	White	African American	Low SES	EL	SPED
3rd	57%	63%	0%	54%	23%	50%
4th	21%	64%	0%	28%	0%	0%
5th	35%	33%	N/A	32%	0%	17%

- API data is not available at this time.

LCAP Year: 2015-16**Planned Actions/Services**

	Budgeted Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	\$20,000.00 5800-BTSA expenses, EL authorization fees
Scope of service: ☒ ALL	

Actual Actions/Services

	Estimated Actual Annual Expenditures
Priority 1: All teacher credentials have been reviewed. Charter School has supported 2 of its teachers for their credentialing needs.	\$15,000.00 5800-BTSA expenses, EL authorization fees
Scope of service: ☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ☐ Charter School will annually review master schedule/teacher assignments to ensure compliance.		Priority 1: ☐ Charter School is compliant with its teacher assignments.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ☐ Charter School will annually review alignment of instructional materials to standards.		Priority 1: ☐ Charter School has reviewed its current instructional materials and they are aligned to standards.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ☐ Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.		Priority 1: ☐ Charter School keeps an inventory of instructional materials and corresponding purchase of materials.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ☐ Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	\$150,000.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: ☐ Charter School has used its budget to ensure sufficient access to instructional materials.	\$150,000.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ☐ Charter School will do annual and monthly facility inspections to screen for safety hazards.		Priority 1: ☐ Charter School has done annual and monthly facility inspections to screen for safety hazards.	
Scope of service: _____		Scope of service: _____	

☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ☐ Daily general cleaning by custodial staff will maintain campus cleanliness.	\$65,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits	Priority 1: ☐ Charter School has maintained its campus cleanliness through daily general cleaning.	\$90,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 2: ☐ Charter School will ensure curricula and assessments are aligned to the CCSS.	\$6,000.00 MAP testing fees	Priority 2: ☐ Charter School implements curricula and assessments aligned to the CCSS.	\$6,000.00 MAP testing fees
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 2: ☐ Teachers will participate in professional development on the implementation of CCSS.	\$40,000.00 5800 Professional Development on CCSS	Priority 2: ☐ Teachers have participated in professional development on the implementation of CCSS.	\$25,000.00 5800 Professional Development on CCSS
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: ☐ Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$10,000.00 5800 Professional Development on EL strategies	Priorities 2 & 4 & 8: ☐ Charter School provides CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$4,000.00 5800 Professional Development on EL strategies
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: ▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs.	140,000.00 Math Intervention Teacher and TAs and SES Program teacher salaries (Title I funds and General funding)	Priorities 2 & 4 & 8: ▪ During the day, Charter School provides additional supports and interventions to all students, including ELs.	140,000.00 Math Intervention teacher and TAs salaries (Title I funds and General funding)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: ▪ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$35,000.00 After school and Saturday ELA and math tutoring (Title I funds)	Priorities 2 & 4 & 8: ▪ Charter School provides additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	\$20,000.00 After school and Saturday ELA and math tutoring (Title I funds)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: ▪ Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	\$80,000.00 Vice Principal(mainly work on Academics) salaries & benefits	Priorities 2 & 4 & 8: ▪ Charter School synthesizes CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets.	\$80,000.00 Dean of Academics salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 4: ▪ Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.		Priority 4: ▪ API data is not available at this time. Charter School synthesizes other state and federal accountability information into reports and regularly reviews progress towards targets.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: ☐ Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	\$10,000.00 ELD core materials \$5,000.00 ELD supplemental materials \$5,000.00 Focused PD on ELD standards	Priority 4: ☐ Charter School has identified ELs by proficiency level, provided ELD instruction aligned to the new standards, and monitored student progress in program implementation according to its EL Master Plan.	\$10,000.00 ELD core materials \$3,000.00 ELD supplemental materials \$4,000.00 Focused PD on ELD standards
Scope of service:		Scope of service:	
☐ ALL		☐ ALL	
OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. - Charter School will continue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted based on how many teachers will have credentialing needs. - Charter School has made a checklist of instructional materials to be used next year and made a purchase order for next year to ensure sufficient access to materials. Expenditure amount will be adjusted based on the number of instructional materials needed. - Charter School will continue to do annual and monthly facility inspections to screen for safety hazards. Expenditure amount will be adjusted based on repair and cleaning needs. - Charter School will continue to provide professional development to all of its teachers to ensure 100% implementation of CCSS. Expenditure amount will be adjusted based on PD needs. - Charter School has revised its EL Master Plan to better serve the needs of our EL students. Charter School will continue to provide EL support and interventions. Expenditure amount will be adjusted based on the ELD materials and PD needs. - Charter School will continue to use the MAP test to set targets for student subgroups and each student. Charter School will continue to regularly review student performance towards targets and provide additional supports and interventions. Expenditure amount will be adjusted based on the number of instructional support personnel. - Charter School will continue to provide various counseling services such as Edge Life coaching and Counseling from Mitchell Family Counseling Clinic of CSUN.		

Original
GOAL from
prior year

All students will become independent, innovative scholars.

Related State and/or Local Priorities:

1__ 2__ 3__ 4__ 5__ 6__ 7__ ✓
 8__ ✓

COE only: 9__ 10__

LCAP:				Local : Specify _____	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Priority 7: - Charter School will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. 100% of students will have sufficient access to all academic and educational programs provided by the Charter School. - At least 90% of our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study. Priority 8: - At least 80% of all students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo. - At least 80% of all students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.		Actual Annual Measurable Outcomes:	Priority 7: - Charter School provides 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. offered in 2015-16 include: Computer, 100% of students have sufficient access to all academic and educational programs provided by the Charter School. 100% of our all classes has taken a Computer/Technology class in their program and partially experienced blended learning. Priority 8: 100% of all students enrolled in the Charter School has created or demonstrated a STEAM focused project, experiment, model or demo. 95% of all students enrolled in the Charter School's Computer/Technology classes received a grade of "C" or better in 2014-15. We expect a rate of 100% in 2015-16.	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
Priority 7: Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.			Priority 7: Charter School has provided students with core courses and electives as outlined in its charter petition.		
Scope of service: _____ ☒ ALL			Scope of service: _____ ☒ ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
Priority 7: Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.			Priority 7: Charter School has designed its master schedule to meet the needs of all students.		
Scope of service: _____ ☒ ALL			Scope of service: _____ ☒ ALL		
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		

Priority 7: Charter School will offer STEAM clubs to students.	10,000.00	Priority 1: Charter School offers STEAM clubs to all students.	10,000.00
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 7: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	\$2,000.00 STEAM Festival and Expo expenses	Priority 7: Charter School has provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School has organized a local STEAM festival. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities.	\$1700.00 STEAM Festival and Expo expenses
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	\$40,000 Computer/Technology teacher salaries & benefits \$1200.00 Focused PD on Blended Learning	Priority 7: Charter School offers Computer/Technology classes and/or blended learning experience for our students.	\$40,000.00 Computer/Technology teacher salaries & benefits \$1200.00 Focused PD on Blended Learning
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			
Goal, actions, and services will be maintained. - Charter School will continue to provide core courses and electives as outlined in its charter petition and provide 100% access to all students. - Charter School will continue to expand its online intervention offerings through McGraw Hill Curriculum, Ticket to Read, Building Blogs etc. - Charter School will continue to offer STEAM clubs to students . - Charter School will continue to organize a local STEAM festival, participate in the Magnolia-wide STEAM expo and county-wide science fairs and activities. - Charter School will continue to offer Computer/Technology classes and/or blended learning experience for our students. Charter School will continue to provide PD to our staff on Blended Learning.			

Original
GOAL from

All students, families, staff, and other stakeholders will feel a sense of community and connectedness.

Related State and/or Local Priorities:

1__ 2__ 3 ☒ 4__ 5 ☒ 6 ☒ 7__

prior year
LCAP:

8__

COE only: 9__ 10__

Local : Specify _____

Goal Applies to:

Schools:

All

Applicable Pupil Subgroups:

All

Expected
Annual
Measurable
Outcomes:

Priority 3:

- Charter School will hold a minimum of 4 SSC meetings per year.
- Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year.
- Charter School will hold a minimum of 4 Parent Task Force (PTF) meetings per year.
- Charter School will hold a minimum of 5 parent activities/events per year.
- Teachers will update SIS records weekly.
- Charter School will send a minimum of 4 progress reports/cards to parents per year.
- At least 25% of Charter School's students will be home-visited by the teachers.

Priority 5:

- Charter School will maintain an ADA rate of at least 95%.
- Charter School will maintain a chronic absenteeism rate of no more than 1%.
- Charter School will maintain a middle school dropout rate of no more than 1%.
- Charter School will maintain a high school dropout rate of no more than 1%.

Priority 6:

- Charter School will maintain a student suspension rate of no more than 1%.
- Charter School will maintain a student expulsion rate of no more than 1%.
- Student participation rate in the school experience survey will be at least 80%.
- Parent participation rate in the school experience survey will be at least 25%.
- Staff participation rate in the school experience survey will be at least 90%.
- Approval rating on school experience surveys of students, parents, and staff will be at least 85%.

Actual
Annual
Measurable
Outcomes:

Priority 3:

- Charter School has held 3 SSC meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year.
- Charter School has held 3 English Learner Advisory Committee (ELAC) meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year.
- Charter School has held 7 Parent Task Force (PTF) meetings in 2015-16 so far and will have held a total of 8 meetings by the end of the school year.
- Charter School has held more than 5 parent activities/events this year.
- Teachers update SIS records weekly.
- Charter School has sent 4 progress reports/cards to parents in 2015-16. Teachers sent a note and hold Un-Sat Students Meetings and SST Meetings with the parents of the students.
- 23 % of Charter School's students have been home-visited by the teachers in 2015-16 so far.

Priority 5:

- Charter School maintained an ADA rate of 95% in 2014-15. Our rate in 2015-16 so far is 95% and we expect a rate of at least 95% by the end of the school year.
- Charter School maintained a chronic absenteeism rate of 2% in 2014-15. Our rate in 2015-16 so far is 1% and we expect a rate of 1% by the end of the school year.

Priority 6:

- Charter School maintained a student suspension rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of no more than 1% by the end of the school year.
- Charter School maintained a student expulsion rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year.
- Student participation rate in the school experience survey is 88% in 2015-16.
- Parent participation rate in the school experience survey is 90% in 2015-16.
- Staff participation rate in the school experience survey is 100% in 2015-16.
- Approval rating on school experience surveys in 2015-16:

Students: 78% Parents: 98% Staff: 86%

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.		Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.		Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.		Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.		Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal and in printed form.	25,000.00 5800-SIS fees and Printing Cost in 4000s	Priority 3: Charter School provides parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$27,000.00 5800-SIS fees and Printing Cost in 4000s
Scope of service:		Scope of service:	

☒ ALL		☒ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 3: ▪ Charter School will communicate with the parents of academically low-achieving students.		Priority 3: ▪ Charter School communicates with the parents of academically low-achieving students. Phone calls, Written Messages, Un-Sat Meetings, SST meetings	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 3: ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$5,000.00 Home-visit stipends (Title I funds)	Priority 3: ▪ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$4,000.00 Home-visit stipends (Title I funds)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 5: ▪ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	\$10,000.00 School Culture Coordinator add on and related programs.	Priority 5: ▪ Charter School provides a safe, nurturing, and engaging learning environment for all its students and families. Academic and socio-emotional support will be provided to address student needs.	\$8,000.00 School Culture Coordinator add on and related programs.
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 5: ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$30,000.00 Attendance clerk salary & benefits	Priority 5: ▪ Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$30,000.00 Attendance clerk salary & benefits
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	2 of part time TAs salaries 30,000.00	Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	2 of part time TAs salaries 15,000.00
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	\$12,000.00 Teacher PD on Edge Coaching, Capturing the Hearts	Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	\$12,000.00 Teacher PD on Edge Coaching, Capturing the Hearts
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.		Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	\$3,000.00 Survey expenses	Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	\$3000.00 Survey expenses
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Goal, actions, and services will be maintained.

- Charter School will continue to provide opportunities for parent involvement. Expenditure amount will be adjusted based on SIS fees, parent events/activities, and number of home visits.
- Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.
- Charter School will continue to assess its suspension policies and procedures and encourage positive student behavior and improvements.
- Charter School will continue to administer school experience surveys to students, parents, and staff. Charter School will continue to use survey results for school improvement.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district wide, school wide, countywide, or charter wide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>577,997.00</u>
Charter School's identified amount of funds in the LCAP year is approximately \$ 578,476.00. These funds are calculated based on the number and concentration of our low income, foster youth, and English learner students. Charter School will offer a variety of support programs and supports specifically for low-income, foster youth, and English learners. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, Life Skills, positive behavior support and restorative practices. Following are the actions, services, and expenditures for the unduplicated pupils: Low income pupils: Actions and services: ▪ Charter School will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements. ▪ Charter School will expand summer learning programs to prevent summer learning loss. ▪ Charter School will provide resources for increased outreach efforts to low income families including home visits and meetings. ▪ Charter School will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources. ▪ Charter School will provide targeted assistance to low income students in career/college readiness activities and guidance. ▪ Charter School will provide STEAM related courses, clubs, field trips, competitions, and other activities to promote STEAM. ▪ Charter School will provide bullying prevention training. ▪ Charter School will provide/pilot programs such as Second Step and Why Try to provide explicit social/emotional instruction. Anticipated expenditures: \$476,000.00 ▪ Afterschool programs ▪ Summer learning programs ▪ Home visits ▪ Parent trainings ▪ Career/college readiness activities for low income pupils Foster youth: Actions and services:	

- Foster youth will receive educational counseling.
- Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.
- Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth.
- Charter School will improve communication with foster guardians.

Anticipated expenditures: 1,997.00

- Guidance/PSA counselor

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- Charter School will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- Charter School will implement its English Learners Master Plan.
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- Charter School will provide ELD Coordinator to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- Charter School will provide additional teaching sections of EL intervention courses.
- Charter School will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- Charter School will provide culturally and linguistically relevant materials for students.
- Charter School will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.
- Charter School will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- Charter School will regularly review progress towards targets.
- Charter School will provide additional supports and interventions, as needed.

Anticipated expenditures: \$100,000.00

- EL intervention courses
- Bilingual instructional assistants
- ESL/ELD/EL instructional materials
- Parent trainings for bilingual parents
- EL progress analysis towards targets

Redesignated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPS).

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

27.59	%
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Charter School Proportionality Calculation:

Charter School's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. The Charter School addresses the needs of our school's English learners, low Income students and foster youth by providing the services described in detail in the prior sections. The majority of students served at the Charter School will be focus students and the Charter School will continue to maintain and improve its services to unduplicated students. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. Charter School recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, Charter School will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Charter School Local Control and Accountability Plan and addresses the needs of our school's low income, foster youth, and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

Introduction:

LEA: Magnolia Science Academy #8 Bell Contact: Jason Hernandez, jhernandez@magnoliapublicschools.org, 323-826-3925 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should

demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy #8 (“MSA Bell” or “Charter School”) has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal meetings, home visits, Board of Directors meetings, Principal meetings, Dean meetings, and staff meetings. In addition, MSA Bell conducts surveys for parents, students, and teachers. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders. MSA Bell has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for LEP students and immigrants, and a WASC action plan for continual school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.	All major groups have been informed of the LCAP work and given an opportunity to participate. MSA Bell LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP: ▪ Maintain implement state-adopted ELA and math academic content and performance standards for all students, including subgroups, and support teacher professional development ▪ Continually provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement ▪ Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets ▪ Analyze our programs for EL, SWD, and FY to provide increased instructional support to all student subgroups, including these student groups ▪ Develop career- and college-readiness among all students ▪ Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled MSA Bell to maintain sense of safety and school connectedness
Annual Update: MSA Bell held its periodical meetings in 2015-16 to gather input from its stakeholders. These include 10 PTF meetings, 5 SSC meetings, 2 ELAC meetings, at least 20 parent activities/events including 2 Coffee with the Principal meetings, weekly staff meetings and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey. Parent participation rate in the survey was 97%. MSA Bell staff made 80 home visits during 2015-16 and sought feedback from the parents for school improvement.	Annual Update: Based on input from all stakeholders and available data through surveys and student achievement/school data, MSA Bell has updated its LCAP. Some of the updates include: ▪ Teacher development specific to meet the needs of all students with measurable goals and ongoing analysis. ▪ Professional Development in the area of the arts and SEL. ▪ Parental opportunities to develop skills necessary to address ongoing needs of young people.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a checkmark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charter wide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a checkmark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a checkmark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL #1:	MSA Bell provides academic excellence to all students.	Related State and/or Local Priorities: 1__x_ 2__x_ 3__ 4__x_ 5__ 6__ 7__x_ 8__x_ COE only: 9__ 10__ Local: Specify _____
Identified Need :	Priority 1: - To ensure teachers are appropriately assigned and properly credentialed Priority 2: - To maintain implementation of CCSS for all students, including subgroups - To ensure teachers are trained in CCSS and the pedagogical shifts in support of increasing student learning and SBAC readiness - To ensure English Learners can access the CCSS and ELD standards. - To increase the percentage of students who are on track to be college- and career- readiness - Begin integration of "A," arts in core curriculum Priority 4: - To ensure a rigorous and relevant academic program - To increase the percentage of students who score proficient or above in English Language Arts/Literacy and math on the SBAC assessment system - To increase the percentage of ELs who meet or exceed the criteria for reclassification Priority 7: - Ensure students have sufficient access to CCSS aligned instructional materials Priority 8: - Collect, analyze and use multiple measures of student performance to increase student proficiency	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	Priority 1: 100% of MSA Bell's teachers will be appropriately assigned and properly credentialed as required by law and the charter. Priority 2: - MSA Bell will maintain 100% implementation of CCSS - MSA Bell teachers will receive at least 3-trainings/professional developments on the CCSS. - MSA Bell teachers will receive at least 3-trainings/professional developments on pedagogical shifts with a focus on student learning. - MSA Bell teachers will receive at least 3-trainings/professional developments on the ELD standards and teaching English Learners. 100% of MSA Bell students will participate in advisory course that covers college talk. (a-g requirements, college field trips, etc.) - MSA Bell teachers will receive at least 1 training in the integration of ARTS in the core curriculum. Priority 4: - For all student, including subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5 points from fall to spring. - Using the SBAC data from 2015-2016, Increase proficiency by 3% on SBAC for all students, including subgroups in Math and ELA (SPED, EL, Foster Youth, Social-Economic Disadvantages, Hispanic/Latino) - MSA Bell will meet or exceed the annual API growth targets for all student subgroups. (If and when API is reinstated by California) - The percentage of EL students who are reclassified will increase by 5% from the prior year. Priority 7: 100% of students will have access to California adopted common core aligned curriculum in math and ELA. Priority 8: - At least 80% of all students enrolled in MSA Bell for a full academic year will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 1: ▪ MSA Bell administration will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	All	<u>✓ ALL</u> ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits
Priority 1: ▪ MSA Bell administration will annually review master schedule/teacher assignments to ensure compliance.	All	<u>✓ ALL</u> ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$446,986 1300 administration salaries
Priority 2: ▪ MSA Bell will annually review all CCSS aligned materials and purchase any necessary materials approved by the state.	All	<u>✓ ALL</u> ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$22,000 4100 Approved Textbooks & Core Curricula Materials
Priority 2: ▪ MSA Bell will research and conduct professional development (at least 3) for all staff corresponding with the implementation of CCSS. (This will be in the form of workshops, seminars, etc.)	All	<u>✓ ALL</u> ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$34,000 5863 professional development
Priority 2: ▪ MSA Bell will research and conduct professional development (at least 3) for all staff corresponding with pedagogical shifts with a focus on student learning. SEL such as restorative justice practices, community circles, etc.	All	<u>✓ ALL</u> ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$34,000 5863 professional development
Priority 2: ▪ MSA Bell will research and conduct professional development (at least 3) for all staff	EL	<u>ALL</u> -----	\$34,000 5863 professional

corresponding with pedagogical shifts with a focus on student learning. ELD standards and teaching English language Learners.		OR: __ Low Income pupils <u> X </u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	development
Priority 2: ▪ MSA Bell will research and conduct professional development (at least 1) for all staff corresponding with implementation and integration of ARTS in the core curriculum.	All	<u> ✓ </u> <u> ALL </u> ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$34,000 5863 professional development
Priority 2: ▪ MSA Bell students, through advisory, will receive career- and college- readiness opportunities through classroom lessons and field trips.	All	<u> ✓ </u> <u> ALL </u> ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$30,000 5830 field trips expenses
Priority 4: ▪ MSA Bell students will take MAP in ELA and Math, three times during the year. Measurements will be evaluated and guide teacher's instruction and curriculum in order to show growth of at least 5 points from fall to spring.	All	<u> ✓ </u> <u> ALL </u> ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$1,023,435 5101 CMO Fee (MAP testing)
Priorities 4: ▪ All students will take interim SBAC block assessments in math and ELA periodically. Along with these results and other internal assessments, teachers will adjust instruction and curriculum.	All	<u> ✓ </u> <u> ALL </u> ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits
Priorities 4: ▪ API has not been established by the state.	All	<u> ✓ </u> <u> ALL </u> ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priorities 4: ▪ MSA Bell will identify EL students and ELD coordinator will plan instruction to support EL students. Planning, instruction and data analyzes will guide curriculum to ensure EL students increase 5% from prior year.	EL	<u> ALL </u> ----- OR: __ Low Income pupils <u> X </u> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits

			\$62,852 Title 1, ELD Coordinator (Hilary Estes)
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GOAL
#2:

MSA Bell promotes innovation amongst all students.

Related State and/or Local Priorities:
1__ 2__ 3__ 4__ x 5__ x 6__ x 7__ 8__
COE only: 9__ 10__
Local : Specify _____

Identified Need:

- Priority 4:**
Implement a blended learning program in order to help all students build 21st century skills to be college- and career-ready
- Priority 5:**
Prepare all students, including subgroups to be adaptable, responsible critical thinkers who contribute to the global community.
- Priority 6:**
Create a positive school climate that adapts to the needs of the community.

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Goal Applies to:

Schools: All

Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual
Measurable
Outcomes:

- Priority 4:**
 - MSA Bell will implement blended learning through the training from Summit Basecamp in a 100% of the core classes.
 - MSA Bell will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.
 - 100% of students will have sufficient access to all academic and educational programs provided by MSA Bell.
- Priority 5:**
 - At least 80% of all students enrolled in MSA Bell will create or demonstrate a STEAM focused, community based project, experiment, model or demo.
 - At least 25% of the student population at MSA Bell will participate in an internship or site field trip to gain hands on experience in a respective field in STEAM.
 - At least 5% of student population at MSA Bell will participate in a service-learning project based on community needs.
- Priority 6:**
 - MSA Bell School Satisfaction Survey: at least 80% of student population will rate the overall school experience positively; at least 85% of staff will rate the overall all school experience positively; at least 90% of parents will rate the overall school experience positively.
 - MSA Bell will maintain Restorative Justice Practices and provide access to through partnerships to mental health services to ensure a suspension rate of no more than 3% and an expulsion rate of no more than 1%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 4: MSA Bell staff will receive training and support for blended learning through Summit Basecamp. Training will be conducted in July.	All	<u>✓</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$10,000 5220 Travel & Lodging
Priority 4: MSA Bell will offer all core subjects, with an emphasis in STEAM education, as prescribed in the charter.	All	<u>✓</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$34,000 5863 professional development
Priority 4: MSA Bell will support different needs in the area of math enrichment, English language development, advance class placement and other needs through the PLP provided by Summit Basecamp.	All	<u>✓</u> ALL ----- OR: __ Low Income pupils __ English Learners	\$1,837,042 1100 teacher salaries and 1300 administration salaries

		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$34,000 5863 professional development
Priority 4: ▪ MSA Bell will utilize surveys for all stakeholders to identify areas of interest for elective courses.	All	✓__ALL	\$1,023,435 5101 CMO Fee (survey)
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 4: ▪ MSA Bell will provide an educational program that is inclusive for all students, including subgroups. MSA Bell staff will conduct PD in order to meet the needs of all students. (SEL, co-teaching, Summit Basecamp, etc.)	All	✓__ALL	\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$34,000 5863 professional development \$51,000 5822 other professional services
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 5: ▪ As a STEAM focused school, teachers will incorporate an experiment or service-learning project in which at least 80% of the student population participates.	All	✓__ALL	\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$35,000 4325 Instructional Materials & Supplies \$15,000 4326 Art & Music Supplies
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 5:	All	✓__ALL	\$30,000 5830 field trips expenses

MSA Bell will provide career-readiness opportunities in the area of STEAM through site field trip or internship. This will be provided for at least 25% of the student population.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 5: At least 5% of the student population at MSA Bell will participate in a service-learning project based on community needs. This will be performed through the MSA Bell Student Leadership and Student Ambassador programs.	All	<u>✓</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$20,000 5813 School Program
Priority 6: MSA Bell will seek an 80% rate for student overall experience on yearly conducted surveys. This will be accomplished by provided a safe and supportive environment that is conducive for learning through training in SEL.	All	<u>✓</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$51,000 5822 other professional services
Priority 6: MSA Bell will seek an 85% rate for staff overall experience on yearly conducted surveys. This will be accomplished by provided a supportive and risk taking culture that strives for high student achievement. (includes tuition reimbursement)	All	<u>✓</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$34,000 5863 professional development \$71,000 5863 professional development (tuition reimbursement) \$51,000 5822 other professional services
Priority 6: MSA Bell will seek to maintain a 90% rate for parent overall experience on yearly	All	<u>✓</u> ALL	\$1,023,435 5101 CMO Fee (survey)

conducted surveys. This will be accomplished by providing resources and opportunities for parent input, such as workshops, parent college, parent conferences, etc.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$51,000 5822 other professional services
Priority 6: ▪ MSA Bell will maintain a low suspension rate of no more than 3% and an expulsion rate of no more than 1%, by providing restorative justice practices and resources through partnerships for mental health services. (CSUN, ENKI, etc.)	All	<u>✓</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$34,000 5863 professional development \$51,000 5822 other professional services

GOAL #3:	MSA Bell builds connections amongst all stakeholders in the community.		Related State and/or Local Priorities: 1 <u>x</u> 2__ 3 <u>x</u> 4__ 5 <u>x</u> 6 <u>x</u> 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Priority 1: - Maintain a safe school environment with facilities that are in good repair. Priority 3: - Encourage a partnership with parents within the school setting (classroom, supervision, etc.) - Provide opportunities for parent involvement and seek parent input in school site decisions Priority 5: - To increase student attendance - To avoid chronic absenteeism - To avoid middle school dropout - Provide opportunities for student participation and seek student input in school site decisions Priority 6: - To increase the sense of safety and school connectedness			
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Priority 1: - MSA Bell will maintain at least 90% of items on the facility inspection checklist will be in compliance/good standing. - Daily general cleaning by custodial will maintain campus cleanliness. Priority 3: - Administration and teachers will conduct home visits for at least 30% of MSA Bell's students. - Parent workshops will be conducted monthly to support all learners, including subgroups. - MSA Bell will hold at least 4 SSC meetings per year. - MSA Bell will hold at least 4 English Learner Advisory Committee (ELAC) meetings per year. - MSA Bell will hold at least 6 Parent Task Force (PTF) meetings per year. - MSA Bell will hold at least 5 parent activities/events per year. - Teachers will update SIS records daily/weekly. - MSA Bell will send at least 4 progress reports/cards to parents per year. Priority 5: - MSA Bell will maintain an ADA rate of at least 95%. - MSA Bell will maintain a chronic absenteeism rate of no more than 1%. - MSA Bell will maintain a middle school dropout rate of no more than 1%. - MSA Bell will maintain an elected Student Council of at least 3% of the student population, including subgroups. Priority 6: - MSA Bell will conduct at least 2 trainings on Social Emotional Learning (SEL) to ensure a sense of safety and connectedness. - MSA Bell will conduct monthly emergency drills to ensure safety of all stakeholders.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Priority 1: MSA Bell in partnership with LAUSD facility management will ensure that the school is	All	<u>✓ ALL</u>	\$392,491 2400 and 2900 Classified	

cleaned daily and facility is maintained in good standings at least 90% of the time.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Employees \$651,437 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$228,961 5610 rent to LAUSD (pays services such as repairs and janitorial services)
Priority 3: ▪ MSA Bell will conduct a home visit to at least 30% of the families in order to develop and maintain a partnership with the home and community.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$3,000 Home Visit (Title 1)
Priority 3: ▪ MSA Bell will provide various resources for families in the form of workshops, Parent College and other family engagements. Our Dean of Culture will lead this area.	All	<u>X ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$51,000 5822 other professional services \$1,023,435 5101 CMO Fee (parent college) \$72,154.00 Title 1, Dean of Culture (Brenda Lopez)
Priority 3: ▪ MSA Bell will conduct and host the following meetings to inform and encourage parent involvement and in the school community. ▪ MSA Bell will conduct at least 4 SSC meetings per year ▪ MSA Bell will conduct at least 4 ELAC meetings per year ▪ MSA Bell will conduct at least 6 PTF meetings per year ▪ MSA Bell will conduct at least 5 parent activities/events per year ▪ MSA Bell will conduct at least 4 progress reports/cards to parents per year	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000 4720 Other Food
Priority 3: ▪ MSA Bell will provide parents with access to course material, homework assignments,	All	<u>✓ ALL</u>	\$38,000 5887 Technology

projects, and records of students' grades through SIS, an online web portal. Teachers will ensure grades are updated on a regular basis.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Services (CoolSIS & Illuminate)
Priority 5: ▪ MSA Bell will be proactive to create a safe environment that welcomes students to school in order to maintain an ADA rate of at least 95%, and a chronic absenteeism rate of no more than 1%.	All	<u>✓ ALL</u> ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$34,000 5863 professional development \$51,000 5822 other professional services
Priority 5: ▪ MSA Bell will provide a safe, nurturing and engaging learning environment that will provide all students with a college preparatory education in order to maintain a drop out rate of no more than 1%.	All	<u>✓ ALL</u> ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$34,000 5863 professional development \$51,000 5822 other professional services
Priority 5: ▪ MSA Bell will maintain an elected Student Council of at least 3% of the student population, including subgroups. The elected body will meet with administration and other students to continually provide feedback to best meet the needs of all students.	All	<u>✓ ALL</u> ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits
Priority 6: ▪ MSA Bell will research and conduct professional development (at least 3) for all staff	All	<u>✓ ALL</u>	\$34,000 5863 professional

corresponding with SEL to ensure a safe and connectedness school culture.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	development \$51,000 5822 other professional services
Priority 5: ▪ MSA Bell in partnership with the other schools on campus will conduct regular safety drills to ensure their safety. Drills and results will be recorded and data collected to analysis any areas of improvement.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,837,042 1100 teacher salaries and 1300 administration salaries \$521,149.60 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$34,000 5863 professional development \$51,000 5822 other professional services

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	For each year of the charter, all Charter School teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Related State and/or Local Priorities: 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ COE only: 9 ☐ 10 ☐ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Priority 1 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Actual Annual Measurable Outcomes:	
Priority 1 100% of teachers were appropriately assigned and fully credentialed.			
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 1: 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$68,000 5863 Professional Development	Priority 1: 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. Currently 2 teachers are involved in a BTSA program or equivalent. 2 teachers are currently in a educational doctorate program.	\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$68,000 5863 Professional Development
Scope of service:		Scope of service:	
☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal, actions, and services will be maintained, as a sub-goal. (#1) MSA Bell will continue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted based on how many teachers will have credentialing needs and teachers furthering their education.	

Original GOAL from prior year LCAP:	For each year of the charter, every student will have sufficient access to standards-aligned instructional materials.		Related State and/or Local Priorities: 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ COE only: 9 ☐ 10 ☐ Local : Specify _____	
	Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Priority 1 • 100% of students will have sufficient access to standards-aligned instructional materials.	Actual Annual Measurable Outcomes:	Priority 1 • Instructional materials aligned to the CCSS were purchased for the state approved subjects of ELA and Math and offered to all students (100%).	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Priority 1: - Charter School will annually review alignment of instructional materials to standards. - Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials - Charter School will annually review budget and plan to ensure adequate budget for instructional materials	\$185,620.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. Currently 2 teachers are involved in a BTSA program or equivalent. 2 teachers are currently in a educational doctorate program.	\$170,223.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	
Scope of service:		Scope of service:		
☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____		☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal, actions, and services will be maintained, as a sub-goal. (#1) • MSA Bell has made a checklist of instructional materials to be used next year and made a purchase order for next year to ensure sufficient access to materials. Expenditure amount will be adjusted based on the number of instructional materials needed.		

Original GOAL from prior year	For each year of the charter, the school facilities will be maintained in good repair.	Related State and/or Local Priorities: 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ COE only: 9 ☐ 10 ☐

LCAP:				Local : Specify _____
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Priority 1 • At least 90% of the items on facility inspection checklists will be in compliance/good standing.		Actual Annual Measurable Outcomes:	Priority 1 • Through regular inspection and collaboration with LAUSD facility maintenance, at least 90% of the facility is in good working condition.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Priority 1: • Annual and monthly facility inspections will screen for safety hazards. • Daily general cleaning by custodial staff will maintain campus cleanliness.	\$141,120 5500 Janitorial Services, 5600 Maintenance, Custodian salary, benefits	Priority 1: • The facility is cleaned on a regular basis and facility maintenance is conducted regularly through the efforts of LAUSD facility maintenance personnel. At least 90% of the facility is in working condition.		\$224,000 5500 Janitorial Services, 5600 Maintenance, Custodian salary, benefits
Scope of service:		Scope of service:		
☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained, as a sub-goal. (#3) • MSA Bell will continue to do annual and monthly facility inspections to screen for safety hazards. Expenditure amount will be adjusted based on repair and cleaning needs. • Utility expenses increased due to a water meter that was not previously accounted for.			

Original GOAL from prior year LCAP:	Charter School will fully implement state-adopted academic content and performance standards for all students, including subgroups.	Related State and/or Local Priorities: 1__ 2__x__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Priority 2 Charter School will provide 100% implementation of CCSS for all students.	Actual Annual Measurable Outcomes:	Priority 1 MSA Bell implemented and maintained all instructional practice of CCSS in all content for all students.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 2: - Charter School will ensure curricula and assessments are aligned to the CCSS. - Teachers will participate in professional development on the implementation of CCSS.	\$68,000 5863 Professional Development	Priority 2: - MSA Bell purchased curriculum that is CCSS aligned in the state approved areas of ELA and Math. - MSA Bell conducted various trainings through out the year regarding the incorporation of CCSS and ELD standards across the curriculum.	\$68,000 5863 Professional Development
Scope of service:		Scope of service:	
☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal, actions, and services will be maintained, as a sub-goal. (#1) - MSA Bell will continue to provide professional development to all of its teachers to ensure 100% implementation of CCSS. Expenditure amount will be adjusted based on PD needs. - MSA Bell will develop a writing program that aligns horizontally and vertically across all curriculums.	

Original GOAL from prior year LCAP:	EL students will gain academic content knowledge through the implementation of CCSS.		Related State and/or Local Priorities: 1__ 2__x 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ☐ All		
	Applicable Pupil Subgroups: ☐ EL		
Expected Annual Measurable Outcomes:	Priority 2 The percentage of EL students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase 5% from Fall 2015 to Spring 2016.	Actual Annual Measurable Outcomes:	Priority 2 MSA Bell is still in the process of disseminating the data to evaluate whether it has meet the goal.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 2: Charter School will provide CCSS aligned ELA and math instruction using SDAIE/GLAD instructional strategies, support and intervention to all ELs and monitor student progress in ELA and math as measured by the MAP test.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$68,000 5863 Professional Development \$62,852.00 Title 1, ELD Coordinator (Hilary Estes)	Priority 2: - MSA Bell experienced a high percentage of turnover, this impacted the instructional practice across the different grade levels. - MSA Bell did exceed the reclassification rate, which showed that instructional practice in our ELD program was very effective.	\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$68,000 5863 Professional Development \$62,852.00 Title 1, ELD Coordinator (Hilary Estes)
Scope of service:		Scope of service:	
__ALL OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained, as a sub-goal. (#1) - MSA Bell will continue to utilize the Language & Literacy Coach to provide support for teachers in this area. - MSA Bell will develop a signature instructional practice that can be evident across the content. - MSA Bell will start analyzing the data to see whether it has meet the goal as prescribed.		

Original GOAL from prior year LCAP:	EL students will gain English language proficiency through the implementation of CCSS.		Related State and/or Local Priorities: 1__ 2__x 3__ 4__x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	EL	

Expected Annual Measurable Outcomes:	Priority 2 and 4 The percentage of EL students attaining English language proficiency as measured by the CELDT and/or ELPAC will increase by 5% from the prior year.	Actual Annual Measurable Outcomes:	Priority 2 and 4 MSA Bell exceeded the reclassification goal. It is currently at 39%
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 2: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress on CELDT/ELPAC/MAP in program implementation.	\$150,000.00 4100 Approved Textbooks & Core Curricula Materials \$5,278 4320 Educational Software \$30,000 4325 Instructional Materials & Supplies	Priority 2: MSA Bell was able to identify the level of each EL. Based on the informational, instruction materials was aligned to best support the student. 39% of the EL students reclassified.	\$150,000.00 4100 Approved Textbooks & Core Curricula Materials \$13,832 4320 Educational Software \$28,165 4325 Instructional Materials & Supplies
Scope of service:		Scope of service:	
__ALL OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal, actions, and services will be maintained, as a sub-goal. (#1) - MSA Bell will continue to maintain its ELD program. - MSA Bell will collaborate with Summit Basecamp, this will allow personalized learning time for all students in the area of need.	

Original GOAL from prior year LCAP:	Charter School will provide opportunities for parent input in school site decisions.	Related State and/or Local Priorities: 1__ 2__ 3 <u>x</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Priority 3 - A minimum of 2 parents will serve on the School Site Council (SSC). - Charter School will hold a minimum of 2 SSC meetings per year. - Charter School will hold a minimum of 4 Parent Task Force (PTF) meetings per year. - Charter School will hold a minimum of 4 English Lerner Advisory Committee (ELAC) meetings per year.	Actual Annual Measurable Outcomes:	Priority 3 - MSA Bell has 4 parents currently serving on the SSC. - MSA Bell has conducted at least 4 SSC meetings this school year. - MSA Bell has conducted at least 10 PTF meetings this school year. - MSA Bell has conducted at least 4 ELAC meetings this school year.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 3: - Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings. - Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings. - Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	\$75,000 5822 Other Professional Services	Priority 3: MSA Bell has conducted these meetings on a regular basis. PTF are conducted monthly. SSC and ELAC are conducted quarterly.	\$3,098 5822 Other Professional Services
Scope of service:		Scope of service:	
<u> x </u> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		<u> x </u> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal, actions, and services will be maintained, as a sub-goal. (#3) - MSA Bell will continue to maintain its regular meetings with all groups. - MSA Bell will seek out professional development for families in order to conduct meetings effectively. - MSA Bell will seek input from parents through regular school site visits and walk through.	

Original GOAL from prior year LCAP:	Charter School will provide opportunities for parent involvement.		Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual	Priority 3	Actual Annual	Priority 3

Measurable Outcomes:	- Charter School will hold a minimum of 5 parent activities/events per year. - Teachers will update CoolSIS records daily/weekly. - Charter School will send a minimum of 6 progress reports/cards to parents per year. - At least 27% of Charter School's students will be home-visited by the teachers.	Measurable Outcomes:	- MSA Bell has exceeded the number of parent activities through various meetings, workshops, award ceremonies and conferences. - MSA Bell teachers update CoolSIS on a regular basis, this is monitored by the administration team. - MSA Bell has met the expectation of providing progress reports for parents regarding their child's grades. - MSA Bell is still in the process of completing home visits for at least 27% of our student population.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 3: - Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. - Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through CoolSIS, an online web portal. - Charter School will communicate with the parents of academically low-achieving students. - Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$72,154.00 Title 1, Dean of Culture (Brenda Lopez)	Priority 3: - MSA Bell has hosted various school events that allow for active engagement on the behalf of the parents. - MSA Bell has conducted training on CoolSIS and constantly provides this information to parents in order to become aware of their child's progress. - MSA Bell teachers are provided with PD time to communicate with parents on a regular basis. - MSA Bell, through the Dean of Culture, has conducted numerous home visits and will continue for the remainder of this year until the goal is met.	\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$72,154.00 Title 1, Dean of Culture (Brenda Lopez)
Scope of service:		Scope of service:	
<u> x </u> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		<u> x </u> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal, actions, and services will be maintained, as a sub-goal. (#1) - MSA Bell will continue to provide opportunities for parent involvement. Expenditure amount will be adjusted based on SIS fees, parent events/activities and number of home visits. - MSA Bell will continue to administer school experience surveys to students, parents, and staff. MSA Bell will continue to use survey results for school improvement. - MSA Bell will provide parents with more community resources, workshops and Parent College for the upcoming year.	

Original GOAL from prior year LCAP:	Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__x__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Priority 4	- All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) - For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.		
	Actual Annual Measurable Outcomes:	Priority 4	- MSA Bell is currently in the process of the SBAC testing, results will be available during the summer. - MSA Bell students recently finished the Spring 2016 MAP testing, the data is currently be broken down to accurate measure this goal.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Priority 4: - Charter School will synthesize CAASPP and MAP student achievement and growth information into reports and regularly review progress towards targets. - Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students and monitor student progress in ELA and math as measured by the CAASPP and MAP tests.	\$1,471,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits	Priority 4: MSA Bell has been conducting processes to ensure students demonstrate growth in the MAP and SBAC testing. Testing is still being evaluated and no present measure is available at this moment.	\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits	
Scope of service:		Scope of service:		
☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained, as a sub-goal. (#1) - MSA Bell will continue maintain its process of collecting data and using the information to help guide instruction to best meet the needs of all students. - MSA Bell is will be collaborating with Summit Basecamp to implement blended learning. This will provide PLP that supports students on an individual level based on their needs. - MPS is currently in the process of evaluating data collection programs such as Illuminate. This will help assist teachers in analysis data to inform instruction.			

Original GOAL from prior year LCAP:	Charter School will meet or exceed the annual API growth targets for all student subgroups.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <u>x</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	Priority 4 Charter School will meet or exceed the annual API growth targets for all student subgroups. (Specific targets will be set as data becomes available.)	Actual Annual Measurable Outcomes:
	Priority 4 The state currently has not provided a tool for measuring API.	
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Priority 4: Charter School will synthesize API and AYP information into reports and regularly review progress towards targets.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits	Priority 4: - The state currently has not provided a tool for measuring API. - MSA Bell is currently meeting its goals for AYP.
Scope of service:		Scope of service:
<u>x</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		<u>x</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained, as a sub-goal. (#1) MSA Bell is waiting from the state information regarding API.	

Original GOAL from prior year LCAP:	EL students will advance at least one overall performance level on the CELDT and/or ELPAC each year.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <u>x</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: EL	
Expected Annual Measurable Outcomes:	Priority 4 Charter School will meet or exceed the annual API growth targets for all student subgroups. (Specific targets will be set as data becomes available.)		Actual Annual Measurable Outcomes:
Priority 4 The state currently has not provided a tool for measuring API.			
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 4: The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by 5% from the prior year.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$62,852.00 Title 1, ELD Coordinator (Hilary Estes)	Priority 4: MSA Bell is currently in the process of analyzing the increase of performance level for all EL students.	\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$62,852.00 Title 1, ELD Coordinator (Hilary Estes)
Scope of service:		Scope of service:	
__ALL OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained, as a sub-goal. (#1) - MSA Bell will maintain its process of identifying EL students and their performance level in order to guide instruction and curriculum. - MSA Bell is currently researching professional development to best support students that are EL and SPED.		

Original GOAL from prior year LCAP:	EL students will be reclassified as fluent English proficient (RFEP) annually.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <u>x</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
	Goal Applies to:	Schools: All Applicable Pupil Subgroups: EL		
Expected Annual Measurable Outcomes:	Priority 4 The percentage of EL students who are reclassified will increase by 5% from the prior year.	Actual Annual Measurable Outcomes:	Priority 4 • MSA Bell currently has RFEP 39% of EL students. We have surpassed the goal established.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$62,852.00 Title 1, ELD Coordinator (Hilary Estes)	Priority 4: MSA Bell, through the support of the ELD coordinator and teaching staff, has RFEP 39% of the EL population.	\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$62,852.00 Title 1, ELD Coordinator (Hilary Estes)	
Scope of service:		Scope of service:		
<u> </u> ALL		<u> </u> ALL		

OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained, as a sub-goal. (#1) ▪ MSA Bell will maintain it's program and continual investigate innovative methods to best prepare students for language acquisition.		

Original GOAL from prior year LCAP:	Students will be on track to be college/career ready.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <u>x</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Priority 4 ▪ At least 50% of students in grade 8 will participate in the ACT Aspire assessment.		Actual Annual Measurable Outcomes:	Priority 4 • MSA Bell continually is researching an opportunity to allow 7 th and 8 th grade students take the ACT to assess college readiness. • MSA Bell will communicate with MAP. MAP is able to evaluate readiness for the Sat and ACT.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Priority 4: • Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits	Priority 4: ▪ MSA Bell has not been able to implement this exam.	\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits	
Scope of service:		Scope of service:		
<u>x</u> ALL		<u>x</u> ALL		

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal, actions, and services will be maintained, as a sub-goal. (#1) - MSA Bell will continue to research the possibility of allowing 7th and 8th grade students complete the ACT exam on campus. - MSA Bell will research and acquire further training on MAP testing, as it is able to evaluate readiness for the SAT and ACT. - MSA Bell is currently producing an Advance Math Pathway program (AMP) to ensure students are ready for college preparatory work.	

Original GOAL from prior year LCAP:	Charter School will maintain a high student attendance rate.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Priority 5 Charter School will maintain an ADA rate of at least 96%.		Actual Annual Measurable Outcomes:	Priority 5 MSA Bell is currently at an ADA rate of at least 98%.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Priority 5: - Charter School will provide a safe environment that cultivates respect for self and others. - Charter School will encourage and support student attendance.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits	Priority 5: MSA Bell provides a safe environment conducive for learning. This was noticeable through the WASC and CSD visit.	\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits	
Scope of service:		Scope of service:		
☒ ALL		☒ ALL		

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained, as a sub-goal. (#3) - MSA Bell will continue to research and training teachers and staff to provide a welcoming and supportive environment. - MSA Bell, along with the support of MPS, will research and establish a SARB for attendance purposes.		

Original GOAL from prior year LCAP: Charter School will maintain a low chronic absenteeism rate.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	Priority 5 Charter School will maintain a chronic absenteeism rate of no more than 3%.	Actual Annual Measurable Outcomes:
		Priority 5 MSA Bell is currently fulfilling this expectation.
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Priority 5: - Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled. - Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits	Priority 5: - MSA Bell provides a safe environment conducive for learning. This was noticeable through the WASC and CSD visit. - MSA Bell requires all teachers and parents to meet in order to discuss the expectations according to the MPS Handbook.
		\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits
Scope of service:		Scope of service:
_x ALL		_x ALL

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal, actions, and services will be maintained, as a sub-goal. (#3) ▪ MSA Bell will continue to research and training teachers and staff to provide a welcoming and supportive environment. ▪ MSA Bell, along with the support of MPS, will research and establish a SARB for attendance purposes.	

Original GOAL from prior year LCAP:	Charter School will maintain a low middle school dropout rate.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>x</u> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>	
Expected Annual Measurable Outcomes:	Priority 5 ▪ Charter School will maintain a middle school dropout rate of no more than 1%.	Actual Annual Measurable Outcomes: Priority 5 • MSA Bell is currently fulfilling this expectation.
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Priority 5: • Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled. • Charter School will reduce dropout rates by providing academic and social support in a small school environment.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$873,103 5101 CMO fees	Priority 5: ▪ MSA Bell provides a safe environment conducive for learning. This was noticeable through the WASC and CSD visit. ▪ MSA Bell requires all teachers and parents to meet in order to discuss the expectations according to the MPS Handbook.
Scope of service:		Scope of service:
<u>x</u> ALL		<u>x</u> ALL

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained, as a sub-goal. (#3) - MSA Bell will continue to research and training teachers and staff to provide a welcoming and supportive environment. - MSA Bell, along with the support of MPS, will research and establish a SARB for attendance purposes.		

Original GOAL from prior year LCAP:	Charter School will maintain a low student suspension rate.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All			
	Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	Priority 6 Charter School will maintain a student suspension rate of no more than 5%.	Actual Annual Measurable Outcomes:	Priority 6 MSA Bell is currently fulfilling this expectation.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Priority 6: - Charter School will annually assess its suspension policies and procedures and document and implement alternatives to suspension. - Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. - Charter School staff will acknowledge and encourage positive student behavior and improvements.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$873,103 5101 CMO fees	Priority 6: - MSA Bell, along with MPS, has regular meeting with Dean of Students to assess the handbook and policy procedures surrounding discipline. (4-5 meeting a year) - MSA Bell teachers have established clear and concise classroom management plans that meet the needs of the particular grade level. Some teachers have implemented reformative justice in their classroom. - MSA Bell staff acknowledges students good with CoolSIS points. Points are translated to fun rewards for our students.	\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$873,103 5101 CMO fees	
Scope of service:		Scope of service:		
☒ ALL		☒ ALL		

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal, actions, and services will be maintained, as a sub-goal. (#3) - MSA Bell will continue to research and training teachers and staff to provide a welcoming and supportive environment. - MSA Bell will look at the Positive and Negative CoolSIS system and evaluate the effectiveness of it. - MSA Bell will continue to develop partnerships with the community that can lead to internships for students.	

Original GOAL from prior year LCAP:	Charter School will maintain a low student expulsion rate.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Priority 6 Charter School will maintain a student expulsion rate of no more than 1%.		Actual Annual Measurable Outcomes:	Priority 6 MSA Bell is currently fulfilling this expectation.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Priority 6: - Charter School will annually assess its expulsion policies and procedures and document and implement alternatives to expulsion. - Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. - Charter School staff will acknowledge and encourage positive student behavior and improvements.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$873,103 5101 CMO fees		Priority 6: - MSA Bell, along with MPS, has regular meeting with Dean of Students to assess the handbook and policy procedures surrounding discipline. (4-5 meeting a year) - MSA Bell teachers have established clear and concise classroom management plans that meet the needs of the particular grade level. Some teachers have implemented reformative justice in their classroom. - MSA Bell staff acknowledges students good with CoolSIS points. Points are translated to fun rewards for our students.	\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits \$873,103 5101 CMO fees
Scope of service:			Scope of service:	
☒ ALL			☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal, actions, and services will be maintained, as a sub-goal. (#3) - MSA Bell will continue to research and training teachers and staff to provide a welcoming and supportive environment. - MSA Bell will look at the Positive and Negative CoolSIS system and evaluate the effectiveness of it. - MSA Bell will continue to develop partnerships with the community that can lead to internships for students.	

Original GOAL from prior year LCAP:	Students, parents, and teachers will feel a sense of community and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Priority 6 - Student participation rate in the school satisfaction survey will be at least 80%. - Parent participation rate in the school satisfaction survey will be at least 50%. - Teacher participation rate in the school satisfaction survey will be at least 90%. - Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%.		Actual Annual Measurable Outcomes: - MSA Bell had a participation rate of at least 90% for all stakeholders. - Student satisfaction rating 68% - Teacher satisfaction rating 82% - Parent satisfaction rating 92%
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 6: - Charter School will annually administer school satisfaction surveys to students, parents, and teachers. - A variety of fun and engaging community events will further enhance families' sense of belonging and community.	\$873,103 5101 CMO fees (school survey)	Priority 6: - MSA Bell was able to gather a participation rate of at least 90% of all stakeholders. - MSA Bell provides various opportunities for parent engagement, such as fundraisers, PFT, etc.	\$873,103 5101 CMO fees (school survey)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal, actions, and services will be maintained, as a sub-goal. (#3) - MSA Bell will continue to research and training teachers and staff to provide a welcoming and supportive environment. Restorative practices and meditation. - MSA Bell will look at the Positive and Negative CoolSIS system and evaluate the effectiveness of it.	

Original GOAL from prior year LCAP:	Students, including all student subgroups and students with exceptional needs, will have access to and enroll in Charter School's academic and educational program as outlined in its charter petition.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Priority 7 - Charter School will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. 100% of students will have sufficient access to all academic and educational programs provided by the Charter School.	Actual Annual Measurable Outcomes:	Priority 7 MSA Bell provides access to school programs to all students.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 7: - Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition. - Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits	Priority 7: - All students at MSA Bell have access to core subjects and electives as outlined by the charter. - The basic schedule allows for ELD pullout services. SPED students receive support through co-teaching with SPED teacher or paraprofessional support, etc.	\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits
Scope of service:		Scope of service:	

<u> x </u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____		<u> x </u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal, actions, and services will be maintained, as a sub-goal. (#1) - MSA Bell will provide an academic program that is representative of STEAM. - MSA Bell will continue training with co-teaching and working with students that have learning disabilities. - MSA Bell will continue to seek development in ELD standards in order to meet the needs of our EL students. - MSA Bell administration is currently modifying the schedule to allow more accessible to a variety of elective courses based on student interest.	

Original GOAL from prior year LCAP:	Students will attain proficiency in core subjects (English, mathematics, social sciences, and science) and electives provided by the Charter School.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u> x </u> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Priority 8 - At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives. - At least 80% of all students enrolled in the Charter School will create or demonstrate a STEM focused project, experiment, model or demo.		Actual Annual Measurable Outcomes:	Priority 8 - MSA Bell is currently waiting for the school year to complete in order to calculate an accurate figure. Currently, 84% of all courses are receiving a grade of "C" or better. - MSA Bell had at least 80% of students participate in some form of STEM related activity such as computer coding, sound engineering, science fair projects, participation in STEAM EXPO, participation in LACOE Math Field Day, etc.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Priority 8: - Charter School will regularly review student performance progress towards targets, including course grades, state assessment and internal assessment scores, and other benchmarks in each subject area. - Charter School will provide additional supports and interventions as needed, including after school tutoring and summer school.	\$1,4716,884 1100 teacher salaries and 1300 administration salaries \$578,502 3100, 3200, 3300, 3400, 3500, 3600 employee benefits	Priority 8: - Dean of academic with support of staff regularly reviews student grades and academic progress through MAP. Regular student and parent dialogue is conducted in order to ensure the necessary supports are provided. - MSA Bell is currently offering after-school academic enrichment and clubs in order to support and advance learning. Summer school will be offered this year to support academic advancement and provide additional support to acquire content knowledge.	\$1,478,333 1100 teacher salaries and 1300 administration salaries \$608,216 3100, 3200, 3300, 3400, 3500, 3600 employee benefits	

Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR:		OR:	
☐ Low Income pupils ☐ English Learners		☐ Low Income pupils ☐ English Learners	
☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other		☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other	
Subgroups:(Specify)_____		Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained, as a sub-goal. (#1) ▪ MSA Bell will maintain the current academic review process. In collaboration with Summit Basecamp, students will have PLP period for 4 hours a week in order to support academic advance and support academic discrepancies. ▪ MSA Bell will continue to seek development in ELD standards and SEL in order to meet the needs of all our students. ▪ MSA Bell administration is currently modifying the schedule to allow more accessible to a variety of elective courses based on student interest.		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:

\$ 1,104,292

MSA Bell's identified amount of funds in the LCAP year is approximately \$1,104,292. These funds are calculated based on the number and concentration of our low income, foster youth, and English learner students.

MSA Bell will offer a variety of support programs and supports specifically for low-income, foster youth, and English learners. These include EL intervention courses, bilingual instructional assistants, ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, advisory classes, positive behavior support and restorative justice practices. Following are the actions, services, and expenditures for the unduplicated pupils:

Low income pupils: 33.08%

Actions and services:

- MSA Bell will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements.
- MSA Bell will expand summer learning programs to prevent summer learning loss.
- MSA Bell will provide resources for increased outreach efforts to low income families including home visits and meetings.
- MSA Bell will provide targeted assistance to low-income students in career/college readiness activities and guidance.
- MSA Bell will provide STEAM related courses, clubs, field trips, competitions, and other activities to promote STEAM.

- MSA Bell will provide SEL support, which includes bullying prevention, etc.
- MSA Bell will provide/pilot programs such as Summit Basecamp/Blended Learning to meet the needs of all learners.

Anticipated expenditures: \$1,104,292

- Afterschool programs
- Summer learning programs
- Home visits
- Parent workshops
- Career/college readiness activities for low income pupils

Foster youth:

Actions and services:

- Foster youth will receive educational counseling.
- Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.
- Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth.
- MSA Bell will improve communication with foster guardians.

Anticipated expenditures: incorporated with the academic and support services of the school. Currently, MSA Bell has 1 student that is foster youth.

- Academic Counseling

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- MSA Bell will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- MSA Bell will implement its English Learners Master Plan.
- EL students will receive in-class instructional support, which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- MSA Bell will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- MSA Bell will provide additional teaching sections of EL intervention courses.
- MSA Bell will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- MSA Bell will provide culturally and linguistically relevant materials for students.
- MSA Bell will provide ongoing parental support and workshops for bilingual parents at ELAC meetings.
- MSA Bell will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- MSA Bell will regularly review progress towards targets.
- MSA Bell will provide additional supports and interventions, as needed.

Anticipated expenditures: \$30,000 for Professional Development, ELD is covered through Title 1

- EL intervention courses
- Bilingual instructional assistants
- ELD/EL instructional materials

- ELD Coordinator to support EL students and teachers with ELD implementation

Redesignated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPS).

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

33.08	%
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Charter School Proportionality Calculation:

Charter School’s Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. The Charter School addresses the needs of our school’s English learners, low Income students and foster youth by providing the services described in detail in the prior sections. The majority of students served at the Charter School will be focus students and the Charter School will continue to maintain and improve its services to unduplicated students. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. Charter School recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, Charter School will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Charter School Local Control and Accountability Plan and addresses the needs of our school’s low income, foster youth, and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

Introduction:

LEA: Magnolia Science Academy-San Diego Contact: Gokhan Serce, Principal, gserce@magnoliapublicschools.org, (619) 644-1300

LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

The charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to the charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the Charter School.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for the charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-San Diego ("MSA-SAN DIEGO " or "MSA-San Diego") has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP. Information/input sessions include Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, Local Governing Committee, Board of Directors meetings, Principal meetings, Dean meetings, and staff meetings. In addition, MSA-San Diego conducts surveys for parents, students, and teachers and MSA-San Diego staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders. MSA-San Diego has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for LEP students and immigrants, and a WASC action plan for continual school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.	All major groups have been informed of the LCAP work and given an opportunity to participate. MSA-San Diego LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP: ▪ Fully implement state-adopted ELA and math academic content and performance standards for all students, including subgroups, and support teacher professional development ▪ Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement ▪ Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets ▪ Analyze our programs for EL, SWD, and FY to provide increased instructional support to all student subgroups, including these student groups ▪ Develop college-preparedness ▪ Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in MSA-San Diego to maintain sense of safety and school connectedness
Annual Update: MSA-San Diego held its periodical meetings in 2015-16 to gather input from is stakeholders. These include 8 PTF meetings, 3 SSC meetings,4 local governing committee meetings and, weekly staff meetings and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey. Parent participation rate in the survey was 60%. MSA-San Diego staff made over 30 home visits during 2015-16 and sought feedback from the parents for school improvement.	Annual Update: Based on input from all stakeholders and available data through surveys and student achievement/school data, MSA-San Diego has updated its LCAP. Some of the updates include: ▪ Purchasing of common-core aligned instructional materials ▪ Addition of school-level support positions, e.g., ELD support teacher, Title 1 teacher ▪ Improvements in English Learner services ▪ Increasing employee salaries and implementing performance pay ▪ Increasing college preparedness by Investing in effective technology to enhance instruction in the classroom ▪ Offering an annual STEM festival and a STEAM expo ▪ Other input includes improving school facilities, identification and support of immigrant students and foster youth, decreasing truancy and sustaining after school and Saturday programs.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the Charter School's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for the charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL #1:	All students will pursue academic excellence and be high school/college/career ready.	Related State and/or Local Priorities: 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☒ COE only: 9 ☐ 10 ☐ Local : Specify _____
Identified Need :	Priority 1: - To ensure teachers are appropriately assigned and fully credentialed - To ensure every pupil has sufficient access to standards-aligned instructional materials - To ensure school facilities are maintained in good repair Priority 2: - To implement Common Core State Standards Priority 4: - To increase the percentage of students who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system - To increase or maintain the API scores to meet or exceed the API growth targets school-wide and for all student subgroups - To increase the percentage of ELs who make progress toward English language proficiency - To increase the percentage of ELs who are reclassified as FEP Priority 8: - To increase student proficiency in all courses	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
LCAP Year : 2016-17		
Expected Annual Measurable Outcomes:	Priority 1: 100% of MSA-San Diego's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 100% of students will have sufficient access to standards-aligned instructional materials. - At least 90% of the items on facility inspection checklists will be in compliance/good standing. Priority 2: - MSA-San Diego will provide 100% implementation of CCSS for all students. Priority 4: - All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) - For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2016 to 2017. - For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from fall to spring. - MSA-San Diego will meet or exceed the annual API growth targets for all student subgroups. - The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by 5% from the prior year. - The percentage of EL students who are reclassified will increase by 5% from the prior year. Priority 8: - At least 80% of all students enrolled in MSA-San Diego for a full academic year will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service <u>✓</u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient Budgeted Expenditures \$1,593,366 1100 teacher salaries and 1300 administration salaries \$462,716
Priority 1: MSA-San Diego administration will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	All	

		<u>__ Other Subgroups:(Specify)_____</u>	3100, 3200, 3300, 3400, 3500, 3600 employee benefits
Priority 1: ▪ MSA-San Diego will annually review master schedule/teacher assignments to ensure compliance.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 1: ▪ MSA-San Diego will annually review alignment of instructional materials to standards.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	4100 Approved Textbooks & Core Curricula Materials \$10,000
Priority 1: ▪ MSA-San Diego will annually keep an inventory of instructional materials and corresponding purchase of materials.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 1: ▪ MSA-San Diego will annually review budget and plan to ensure adequate budget for instructional materials.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 1: ▪ MSA-San Diego will do annual and monthly facility inspections to screen for safety hazards.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 1: ▪ Daily general cleaning by custodial staff will maintain campus cleanliness.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	5615- Repairs and Maintenance - Building \$35,000 4315 Custodial Supplies \$9,000 2900- Custodians

			Salary& Benefits \$40,000
Priority 2: ▪ MSA-San Diego will ensure curricula and assessments are aligned to the CCSS.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$3,000 MAP testing fees
Priority 2: ▪ Teachers will participate in professional development on the implementation of CCSS.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5863 Professional Development \$17,100
Priorities 2 & 4 & 8: ▪ MSA-San Diego will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$5,000 5200 Professional Development on EL strategies
Priorities 2 & 4 & 8: ▪ During the day, MSA-San Diego will provide additional supports and interventions to all students, including ELs.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$26,000 Power English and Power Math teacher salaries
Priorities 2 & 4 & 8: ▪ MSA-San Diego will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$8,000 After school and Saturday ELA and math tutoring
Priorities 2 & 4 & 8: ▪ MSA-San Diego will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$100,000 Dean of Academics salary & benefits \$21,000 Title I/Intervention teacher salary & benefits (Title I funds)
Priority 4: ▪ MSA-San Diego will synthesize API and other state and federal accountability	All	<u>✓ ALL</u>	

information into reports and regularly review progress towards targets.		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	
Priority 4: ▪ MSA-San Diego will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	English Learners Redesignated fluent English proficient	☐ ALL OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____	\$5,000 ELD core materials \$500 Focused PD on ELD standards

GOAL #2:	All students will become independent, innovative scholars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ ☒ 8__ ☒ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Priority 7: ▪ To increase access to all possible courses and programs		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year : 2016-17			
Expected Annual Measurable Outcomes:	Priority 7: ▪ MSA-San Diego will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ 100% of students will have sufficient access to all academic and educational programs provided by MSA-San Diego. ▪ At least 5% of all students enrolled in MSA-San Diego's grades 6-8 will be taking the "Advanced Math" class or club. Priority 8: ▪ At least 80% of all students enrolled in MSA-San Diego will create or demonstrate a STEAM focused project, experiment, model or demo. ▪ At least 80% of all students enrolled in MSA-San Diego's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 7: ▪ MSA-San Diego will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 7: ▪ MSA-San Diego will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$100,000 Dean of Academics salary & benefits
Priority 7: ▪ MSA-San Diego will offer an "Advanced Math" class or club to students in grades 6-8.	All	☒ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 7:	All	☒ ALL	San Diego STEAM Expo

- MSA-San Diego will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. MSA-San Diego will also provide information and access to quality out-of-school STEAM activities and achievements.

OR:

☐ Low Income pupils ☐ English Learners
☐ Foster Youth ☐ Redesignated fluent English proficient
☐ Other Subgroups:(Specify)_____

San Diego Festival of Science and Engineering

MPS STEAM Expo

MSA-San Diego Science Derby
 5814 School Programs - Academic Competitions
 \$5,000

GOAL #3:	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3__✓ 4__ 5__✓ 6__✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Priority 3: - To increase parental involvement and seek parent input for making decisions for MSA-San Diego - To promote parent participation Priority 5: - To increase student attendance - To avoid chronic absenteeism - To avoid middle school dropout Priority 6: - To avoid student suspension - To avoid student expulsion - To increase the sense of safety and school connectedness		
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
LCAP Year : 2016-17			
Expected Annual Measurable Outcomes:	Priority 3: - MSA-San Diego will hold a minimum of 4 SSC meetings per year. - MSA-San Diego will hold a minimum of 4 Parent Task Force (PTF) meetings per year. - MSA-San Diego will hold a minimum of 5 parent activities/events per year. - Teachers will update SIS records daily/weekly. - MSA-San Diego will send a minimum of 4 progress reports/cards to parents per year. - At least 10% of MSA-San Diego's students will be home-visited by the teachers. Priority 5: - MSA-San Diego will maintain an ADA rate of at least 95%. - MSA-San Diego will maintain a chronic absenteeism rate of no more than 1%. - MSA-San Diego will maintain a middle school dropout rate of no more than 1%. Priority 6: - MSA-San Diego will maintain a student suspension rate of no more than 5%. - MSA-San Diego will maintain a student expulsion rate of no more than 1%. - Student participation rate in the school experience survey will be at least 80%. - Parent participation rate in the school experience survey will be at least 25%. - Staff participation rate in the school experience survey will be at least 90%. - Approval rating on school experience surveys of students, parents, and staff will be at least 85%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 3: MSA-San Diego will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	All	✓ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Priority 3: ▪ MSA-San Diego will have a Parent Task Force (PTF) and hold periodic PTF meetings.	English Learners	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 3: ▪ MSA-San Diego will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 3: ▪ MSA-San Diego will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$26,800 5887 Technology Services , School Information System
Priority 3: ▪ MSA-San Diego will communicate with the parents of academically low-achieving students.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 3: ▪ MSA-San Diego teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$4,200 Home-visit stipends
Priority 5: ▪ MSA-San Diego will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$90,000 Dean of Culture salary & benefits
Priority 5: ▪ MSA-San Diego will inform parents and students of attendance policies specified in the	All	<u>✓ ALL</u>	\$35,000 Attendance clerk salary

Student/Parent Handbook and encourage and support student attendance.		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	& benefits
Priority 5: ▪ MSA-San Diego will offer credit recovery classes and provide support to ensure timely high school graduation.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$1000 Fuel Ed credit recovery course fees
Priority 6: ▪ MSA-San Diego will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$90,000.00 Dean of Students salary & benefits
Priority 6: ▪ Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$5,000 Teacher PD on new observation online PD software
Priority 6: ▪ MSA-San Diego staff will acknowledge and encourage positive student behavior and improvements.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Priority 6: ▪ MSA-San Diego will annually administer school experience surveys to students, parents, and staff.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$3,000 Survey expenses

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	For each year of the charter, all Charter School teachers of core classes will be appropriately assigned and fully credentialed as required by law and the charter	Related State and/or Local Priorities: 1 ☒ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	100% of Charter School's core class teachers will be appropriately assigned and fully credentialed as required by law and the charter.	Actual Annual Measurable Outcomes: 100% of Charter School's core class teachers will be appropriately assigned and fully credentialed as required by law and the charter.
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	13,000.00 5800-BTSA expenses, EL authorization fees	All teacher credentials have been reviewed. Charter School has supported 4 of its teachers for their credentialing needs. \$13,000
Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____
Charter School will annually review master schedule/teacher assignments to ensure compliance.		Charter School is compliant with its teacher assignments.
Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. Expenditure amount will be adjusted based on how many teachers will have credentialing needs.	

Original GOAL from prior year LCAP:	For each year of the charter, every student will have sufficient access to standards-aligned instructional materials.		Related State and/or Local Priorities: 1 ☒ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
	Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	100% of students will have sufficient access to standards-aligned instructional materials.		Actual Annual Measurable Outcomes:	100% of students have sufficient access to standards-aligned instructional materials.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Charter School will annually review alignment of instructional materials to standards.	\$35,500 (Books and supplies, materials, etc)	Charter School has reviewed its current instructional materials and they are aligned to standards.		\$145,000
Scope of service:		Scope of service:		
☒ ALL		☒ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.		Charter School keeps an inventory of instructional materials.		
Scope of service:		Scope of service:		
☒ ALL		☒ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Charter School will annually review budget and plan to ensure adequate budget for instructional materials.		Charter School has used its budget to ensure sufficient access to instructional materials.		
Scope of service:		Scope of service:		
☒ ALL		☒ ALL		

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal, actions, and services will be maintained. Charter School has made a checklist of instructional materials to be used next year and made a purchase order for next year to ensure sufficient access to materials. Due to home office paying plan change school paid all text book payment in one year. Expenditure amount will be adjusted based on the number of instructional materials needed for next year.	

Original GOAL from prior year LCAP:	For each year of the charter, the school facilities will be maintained in good repair.	Related State and/or Local Priorities: 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ COE only: 9 ☐ 10 ☐ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	At least 90% of the items on facility inspection checklists will be in compliance/good standing.	Actual Annual Measurable Outcomes:
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Charter School will do annual and monthly facility inspections to screen for safety hazards.		Charter School has done annual and monthly facility inspections to screen for safety hazards.
Scope of service: ☒ ALL		Scope of service: ☒ ALL
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____
Daily general cleaning by custodial staff will maintain campus cleanliness.	\$88,000 (Janitorial, Maintenance, custodian salary & benefits)	Charter School has maintained its campus cleanliness through daily general cleaning.
Scope of service: ☒ ALL		Scope of service: ☒ ALL
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. The part time custodian was not hired. Expenditure amount will be adjusted based on repair and cleaning needs. School will get outside custodial services for 4 hours every day in addition to the full time custodian.	

Original GOAL from prior year LCAP:	Charter School will fully implement state-adopted academic content and performance standards for all students, including subgroups.		Related State and/or Local Priorities: 1__ 2__ ☒ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Charter School will provide 100% implementation of CCSS for all students.		Actual Annual Measurable Outcomes:
	Charter School has provided 100% implementation of CCSS for all students.		
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Charter School will ensure curricula and assessments are aligned to the CCSS.	\$35,500 Study Island MAP testing fees McrawHill	Charter School provided curricula and assessments that are aligned to the CCSS	\$160,000
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Teachers will participate in professional development on the implementation of CCSS.	\$10,000 Professional Development	Teachers participated in professional development on the implementation of CCSS.	\$10,000
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. Charter School will continue to provide professional development to all of its teachers to ensure 100% implementation of CCSS. The payment for the next 8 years online books paid in full this school year. . Expenditure amount will be adjusted based on PD needs		

Original GOAL from prior year LCAP:	EL students will gain academic content knowledge through the implementation of CCSS.		Related State and/or Local Priorities: 1__ 2_✓_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	English Learners		
Expected Annual Measurable Outcomes:	The percentage of EL students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 10% from MAP Fall 2015 to MAP Spring 2016.		Actual Annual Measurable Outcomes:	In Progress
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Charter School will provide CCSS aligned ELA and math instruction using variety of instructional strategies, support and intervention to all ELs and monitor student progress in ELA and math as measured by the MAP test.	\$35,000.00 Power English and Power Math teacher salaries After school ELA and math tutoring	EL students have been provided support and interventions.	\$35,000	
Scope of service:		Scope of service:		
__ALL		__ALL		
OR: __Low Income pupils _✓_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _✓_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Charter School will revise its measurable outcome to be more specific, i.e., it will measure percentage of EL students performing proficient on the Reading/ELA and math sections of the MAP assessment and on CELDT and/or ELPAC. Charter School has also revised its EL Master Plan to better serve the needs of our EL students. Charter School will continue to provide EL support and interventions. Expenditure amount will be adjusted based on support teacher salaries.			

Original GOAL from prior year LCAP:	EL students will gain English language proficiency through the implementation of CCSS.		Related State and/or Local Priorities: 1__ 2_✓_ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
	Goal Applies to:	Schools: All Applicable Pupil Subgroups: English Learners		
Expected Annual Measurable Outcomes:	The percentage of EL students attaining English language proficiency as measured by the CELDT and/or ELPAC will increase by 10% from the prior year.		Actual Annual Measurable Outcomes:	In Progress
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	\$5000 ELD core materials \$1000 ELD supplemental materials Focused PD on ELs (Title III LEP funds)		EL students have been provided support and interventions.	\$5,500
Scope of service:			Scope of service:	
__ALL			__ALL	
OR: __Low Income pupils _✓_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils _✓_ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Charter School will revise its measurable outcome to be more specific, i.e., it will measure percentage of EL students performing proficient on the Reading/ELA and math sections of the MAP assessment and on CELDT and/or ELPAC. Expenditure amount will be adjusted based on support teacher salaries.		

Original GOAL from prior year LCAP:	Charter School will provide opportunities for parent input in school site decisions.		Related State and/or Local Priorities: 1__ 2__ 3_✓_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	2 parents will serve on the Local Governance Committee (LGC) - Charter School will hold a minimum of 4 LGC meetings per year. - Charter School will hold a minimum of 4 Parent Task Force (PTF) meetings per year.		Actual Annual Measurable Outcomes:	- Charter School has 2 parents serving on the Local Governance Committee (LGC) - Charter School has held 2 LGC meetings and will hold 2 more meetings - Charter School has held 9 Parent Task Force (PTF) meetings this year.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Charter School will have parents on its Local Governance Committee (LGC) and hold periodic LGC meetings.	indirect cost of \$500	Charter School has 2 parents serving on the Local Governance Committee (LGC)	\$500	
Scope of service:		Scope of service:		
✓_ALL		✓_ALL		
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		
Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	\$500 Communication and office materials	Charter School has held 9 PTF meetings this year.	\$1,000	
Scope of service:		Scope of service:		
✓_ALL		✓_ALL		
OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. Charter School will continue to provide opportunities for parent input in school site decisions.			

Original GOAL from prior year LCAP:	Charter School will provide opportunities for parent involvement.		Related State and/or Local Priorities: 1__ 2__ 3_✓_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	- Charter School will hold a minimum of 5 parent activities/events per year. - Teachers will update CoolSIS records daily/weekly. - Charter School will send a minimum of 4 progress reports/cards to parents per year. - At least 25% of Charter School's students will be home-visited by the teachers.		Actual Annual Measurable Outcomes:	- Charter School has held more than 5 parent activities/events this year. - Teachers have updated CoolSIS records daily/weekly. - Charter School has sent at least 6 progress reports/cards to parents this year. 10% of Charter School's students were home-visited by the teachers this year.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	\$500 Communication and office materials	Charter School has held more than 5 parent activities/events this year, including Student/Parent Orientation, Back to School Night, and parent conferences.	\$2000	
Scope of service:		Scope of service:		
✓_ALL		✓_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through CoolSIS, an online web portal.	\$19.200 5800-CoolSIS fees	Teachers have updated CoolSIS records daily/weekly.	\$19.200	
Scope of service:		Scope of service:		
✓_ALL		✓_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Charter School will communicate with the parents of academically low-achieving students.	\$500 Postage and voice message services	Charter School has sent 6 progress reports/cards to parents this year and communicated with the parents of academically low-achieving students, inviting them for parent conferences.	\$500	
Scope of service:		Scope of service:		
✓_ALL		✓_ALL		

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$3,000 Home-visit stipends	10% of Charter School's students were home-visited by the teachers this year.	\$2000
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. Charter School will continue to provide opportunities for parent involvement. Expenditure amount will be adjusted based on CoolSIS fees and number of home visits.		

Original GOAL from prior year LCAP:	Charter School will set and strive to meet proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system.		Related State and/or Local Priorities: 1__ 2__ 3__ 4 ☒ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	- All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) - For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from Fall 2015 to Spring 2016.		Actual Annual Measurable Outcomes:	CAASPP student performance data is not available at this time.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Charter School will synthesize CAASPP and MAP student achievement and growth information into reports and regularly review progress towards targets.		\$8,000 Data Analysis/ Professional Development	Charter School has used CAASPP and NWEA MAP test data for monitoring student growth and progress towards targets.	
Scope of service:			Scope of service:	
☒ ALL			☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Charter School will provide CCSS aligned ELA and math instruction, support and intervention to all students and monitor student progress in ELA and math as measured by the CAASPP and MAP tests.		\$35,000.00 Power English and Power Math teacher salaries After school ELA and math tutoring	Charter School has provided targeted support and interventions to all students based on CAASPP and NWEA MAP test data and teacher classroom assessments.	
Scope of service:			Scope of service:	
☒ ALL			☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal, actions, and services will be maintained. Charter School will continue to use the MAP test and CAASPP to set targets for student subgroups and each student. Charter School will continue to provide support and intervention to all students. Expenditure amount will be adjusted based on the number of instructional support personnel.		

Original GOAL from prior year LCAP:	Charter School will meet or exceed the annual API growth targets for all student subgroups.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__✓ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
	Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Charter School will meet or exceed the annual API growth targets for all student subgroups. (Specific targets will be set as data becomes available.)		Actual Annual Measurable Outcomes:	API data is not available at this time but based on SBAC results MSA-San Diego exceeded state and district average and scored highest in its neighborhood in all areas.
LCAP Year: 2015-16				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	
			Estimated Actual Annual Expenditures	
Charter School will synthesize API and AYP information into reports and regularly review progress towards targets.		\$8,000 Data Analysis/ Professional Development	API data is not available, but MSA-San Diego met all AYP goals. MSA-San Diego used CAASPP and NWEA MAP test data for monitoring student growth and progress towards targets.	
Scope of service:			Scope of service:	
✓ ALL			✓ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal, actions, and services will be maintained. Since API data is not available, Charter School will continue to use the Individuals students CAASPP and MAP test to set targets for student subgroups and each student. Charter School will continue to provide support and intervention to all students.		

Original GOAL from prior year LCAP:	EL students will advance at least one overall performance level on the CELDT and/or ELPAC each year.		Related State and/or Local Priorities: 1__ 2__ 3__ 4 ☒ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
	Goal Applies to:	Schools: All	Applicable Pupil Subgroups:	English Learners
Expected Annual Measurable Outcomes:	The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by 5% from the prior year.		Actual Annual Measurable Outcomes:	In Progress
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	\$5000 ELD core materials \$1000 ELD supplemental materials Focused PD on ELs (Title III LEP funds)	Charter School has identified ELs by proficiency level, provided ELD instruction aligned to the new standards, and monitored student progress in program implementation according to its EL Master Plan.		\$5,500
Scope of service:		Scope of service:		
__ALL		__ALL		
OR: __Low Income pupils ☒ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils ☒ English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. Charter School has a Title III Improvement Plan and a revised EL Master Plan that outlines services for EL students and PD for teachers. Charter School will implement all actions outlined in these plans. Charter School will continue to provide ELD instruction, support and intervention to EL students.			

Original GOAL from prior year LCAP:	EL students will be reclassified as fluent English proficient (FEP) annually.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__✓ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	English Learners		
Expected Annual Measurable Outcomes:	The percentage of EL students who are reclassified will increase by 5% from the prior year.		Actual Annual Measurable Outcomes:	In progress
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	\$5000 ELD core materials \$1000 ELD supplemental materials Focused PD on ELs (Title III LEP funds)	Charter School has identified ELs by proficiency level, provided ELD instruction aligned to the new standards, and monitored student progress in program implementation. Charter School has reclassified EL students as FEP according to its EL Master Plan.	\$5,500	
Scope of service:		Scope of service:		
__ALL		__ALL		
OR: __Low Income pupils __✓English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __✓English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. Charter School has a Title III Improvement Plan and a revised EL Master Plan that outlines services for EL students and PD for teachers. Charter School will implement all actions outlined in these plans. Charter School will continue to provide ELD instruction, support and intervention to EL students.			

Original GOAL from prior year LCAP:	Students will have awareness about colleges and careers.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_✓_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Charter School will organize an annual College & Career Week.		Actual Annual Measurable Outcomes:	MSA-San Diego organized a College Career week .
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Charter School will organize a College & Career Week.	Materials \$200	MSA-San Diego organized a College Career week .	\$400	
Scope of service:		Scope of service:		
✓_ALL		✓_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	MSA-San Diego will continue to promote College education by providing College & Career week activities.			

Original GOAL from prior year LCAP:	Charter School will maintain a high student attendance rate.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__✓ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Charter School will maintain an ADA rate of at least 96.5%.	Actual Annual Measurable Outcomes: Charter School has maintained an ADA rate of 96.2% this year.
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Charter School will provide a safe environment that cultivates respect for self and others.	\$100,000.00 Dean of Culture salary & benefits GRFL teacher salary & benefits	Charter School provides a safe environment that cultivates respect for self and others. School administration and teachers provide guidance and directions for safety and respect. \$80,000
Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____
Charter School will encourage and support student attendance.	\$30,000.00 Attendance clerk salary & benefits	Charter School staff, including the administration, office, and teachers, have all encouraged and supported student attendance. \$30,000
Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. Charter School will continue to provide a safe environment and encourage and support student attendance.	

Original GOAL from prior year LCAP:	Charter School will maintain a chronic absenteeism rate of no more than 1%.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__✓ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Charter School will maintain a chronic absenteeism rate of no more than 1%.		Actual Annual Measurable Outcomes:	In Progress
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled.		\$100,000.00 Dean of Culture salary & benefits GRFL teacher salary & benefits	Charter School provides a nurturing and engaging learning environment. School administration and teachers engage students in learning. \$80,000	
Scope of service:			Scope of service:	
✓ ALL			✓ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.		\$30,000.00 Attendance clerk salary & benefits	Charter School has informed parents and students of attendance policies specified in the Student/Parent Handbook and encouraged and supported student attendance. \$30,000	
Scope of service:			Scope of service:	
✓ ALL			✓ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal, actions, and services will be maintained. Charter School will continue to provide a nurturing and engaging learning environment and encourage and support student attendance.		

Original GOAL from prior year LCAP:	Charter School will maintain a low middle school dropout rate.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 ☒ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Charter School will maintain a middle school dropout rate of no more than 1%.	Actual Annual Measurable Outcomes: Charter School has maintained a middle school dropout rate of 0% this year.
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Charter School will provide a nurturing and engaging learning environment for all its students and families, including those of all the subgroups enrolled.	\$180,000.00 Dean of Culture/Dean of Students salary & benefits GRFL teacher salary & benefits	Charter School provides a nurturing and engaging learning environment. School administration and teachers engage students in learning. \$160,000
Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____		Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____
Charter School will reduce dropout rates by providing academic and social support in a small school environment.	\$85,000.00 Dean of Academics salary & benefits	Charter School provides academic and social support in a small school environment. \$85,000.00
Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____		Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify) _____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. Charter School will continue to provide a nurturing and engaging learning environment and encourage and support student attendance.	

Original GOAL from prior year LCAP:	Charter School will maintain a low student suspension rate.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_✓_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Charter School will maintain a student suspension rate of no more than 5%.		Actual Annual Measurable Outcomes:	MSA-San Diego has less than 1% suspension rate.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Charter School will annually assess its suspension policies and procedures and document and implement alternatives to suspension.	\$120,000.00 Dean of Students salary & benefits GRFL teacher salary & benefits	Charter School implements a progressive discipline plan with alternatives to suspension.		\$80,000
Scope of service:		Scope of service:		
✓ ALL		✓ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		All Charter School teachers have established classroom management procedures to create an atmosphere of trust, respect, and high expectations.		
Scope of service:		Scope of service:		
✓ ALL		✓ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Charter School staff will acknowledge and encourage positive student behavior and improvements.		Charter School implements a schoolwide positive behavior support plan. Positive behavior and improvements are acknowledged and encouraged by the Charter School staff.		

Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal, actions, and services will be maintained. Charter School will continue to assess its suspension policies and procedures and encourage positive student behavior and improvements.	

Original GOAL from prior year LCAP:	Charter School will maintain a low student expulsion rate.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ ☒ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Charter School will maintain a student expulsion rate of no more than 1%.	Actual Annual Measurable Outcomes: Charter School has maintained a student expulsion rate of 0% this year.
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Charter School will annually assess its expulsion policies and procedures and document and implement alternatives to expulsion. Scope of service: _____ ☒ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$120,000.00 Dean of Students salary & benefits GRFL teacher salary & benefits	Charter School implements a progressive discipline plan with alternatives to expulsion. \$80,000 Scope of service: _____ ☒ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____
Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Scope of service: _____ ☒ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		All Charter School teachers have established classroom management procedures to create an atmosphere of trust, respect, and high expectations. Scope of service: _____ ☒ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____

Charter School staff will acknowledge and encourage positive student behavior and improvements.	\$19,200.00 CoolSIS fees (behavior module)	Charter School implements a schoolwide positive behavior support plan. Positive behavior and improvements are acknowledged and encouraged by the Charter School staff.	\$19,200
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. Charter School will continue to assess its expulsion policies and procedures and encourage positive student behavior and improvements.		

Original GOAL from prior year LCAP:	Students, parents, and teachers will feel a sense of community and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_✓_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	▪ Student participation rate in the school satisfaction survey will be at least 80%. ▪ Parent participation rate in the school satisfaction survey will be at least 25%. ▪ Teacher participation rate in the school satisfaction survey will be at least 90%. ▪ Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%.		Actual Annual Measurable Outcomes:	▪ Student participation rate in the school satisfaction survey is 98%. ▪ Parent participation rate in the school satisfaction survey is 60%. ▪ Teacher participation rate in the school satisfaction survey is 94%. ▪ Approval rating on school satisfaction surveys of students, parents, and teachers on the sense of safety and school connectedness will be at least 85%: In progress
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Charter School will annually administer school satisfaction surveys to students, parents, and teachers.		\$3,000.00 Survey expenses	Charter School has administered school satisfaction surveys to students, parents, and teachers.	\$3,000.00
Scope of service:			Scope of service:	
✓_ALL			✓_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goal, actions, and services will be maintained. Charter School will continue to administer school satisfaction surveys to students, parents, and teachers. Charter School will also set targets for survey participation rates and reach out to parents for increased participation in the survey.		

Original GOAL from prior year LCAP:	Students, including all student subgroups and students with exceptional needs, will have access to and enroll in Charter School's academic and educational program as outlined in its charter petition.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_✓_ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	- Charter School will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. 100% of students will have sufficient access to all academic and educational programs provided by the Charter School.		Actual Annual Measurable Outcomes:	- Charter School has provided 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. 100% of students have had sufficient access to all academic and educational programs provided by the Charter School.
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.		Charter School has provided students with core courses and electives as outlined in its charter petition.		
Scope of service:		Scope of service:		
✓ ALL		✓ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.	\$85,000.00 Dean of Academics salary & benefits	Charter School has designed its master schedule to meet the needs of all students.	\$85,000.00	
Scope of service:		Scope of service:		
✓ ALL		✓ ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. Charter School will continue to provide core courses and electives as outlined in its charter petition and provide 100% access to all students.			

Original GOAL from prior year LCAP:	Students will attain proficiency in core subjects (English, mathematics, social sciences, and science) and electives provided by the Charter School.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ ✓ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	▪ At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives. ▪ At least 80% of all students enrolled in the Charter School will create or demonstrate a STEM focused project, experiment, model or demo.		Actual Annual Measurable Outcomes: English: In Progress Mathematics: In Progress Social sciences: In Progress Science: In Progress Electives: In Progress
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Charter School will regularly review student performance progress towards targets, including course grades, state assessment and internal assessment scores, and other benchmarks in each subject area.	\$120,000.00 Dean of Academics salary & benefits Data Interventionist salary & benefits	Charter School has regularly reviewed student performance progress towards targets, including course grades, state assessment and internal assessment scores, and other benchmarks in each subject area.	\$105,000
Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Charter School will provide additional supports and interventions as needed, including afterschool and Saturday tutoring.	\$35,000.00 Power English and Power Math teacher salaries After school and Saturday tutoring	Charter School has provided additional supports and interventions as needed, including afterschool and Saturday tutoring.	\$35,000.00
Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. Charter School will continue to regularly review student performance towards targets and provide additional supports and interventions. Charter School will also set specific measurable outcomes in STEM areas.		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$138,688.00
MSA-San Diego's identified amount of funds in the LCAP year is approximately \$138,688.00. These funds are calculated based on the number and concentration of our low income, foster youth, and English learner students. MSA-San Diego will offer a variety of support programs and supports specifically for low-income, foster youth, and English learners. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. MSA-San Diego also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, Get Ready for Life classes, positive behavior support and restorative practices. Following are the actions, services, and expenditures for the unduplicated pupils: Low income pupils: Actions and services: ▪ MSA-San Diego will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements. ▪ MSA-San Diego will expand summer learning programs to prevent summer learning loss. ▪ MSA-San Diego will provide resources for increased outreach efforts to low income families including home visits and meetings. ▪ MSA-San Diego will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources. ▪ MSA-San Diego will provide targeted assistance to low income students in career/college readiness activities and guidance. ▪ MSA-San Diego will provide STEAM related courses, clubs, field trips, competitions, and other activities to promote STEAM. ▪ MSA-San Diego will provide bullying prevention training. ▪ MSA-San Diego will provide/pilot programs such as Second Step and Why Try to provide explicit social/emotional instruction. Anticipated expenditures: \$120,000 ▪ Afterschool/Saturday programs ▪ Intervention programs ▪ Summer learning programs ▪ Home visits ▪ Parent trainings	

- Career/college readiness activities for low income pupils

Foster youth:

Actions and services:

- Foster youth will receive educational counseling.
- Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.
- Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth.
- MSA-San Diego will improve communication with foster guardians.

Anticipated expenditures: **\$5,000.00**

- Guidance/PSA counselor

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- MSA-San Diego will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- MSA-San Diego will implement its English Learners Master Plan.
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- MSA-San Diego will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- MSA-San Diego will provide additional teaching sections of EL intervention courses.
- MSA-San Diego will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- MSA-San Diego will provide culturally and linguistically relevant materials for students.
- Charter Scholl will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.
- MSA-San Diego will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- MSA-San Diego will regularly review progress towards targets.
- MSA-San Diego will provide additional supports and interventions, as needed.

Anticipated expenditures: **\$25,000**

- EL intervention courses
- Bilingual instructional assistants
- ESL/ELD/EL instructional materials
- Parent trainings for bilingual parents
- EL progress analysis towards targets

Redesignated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPS).

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

4.1	%
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MSA-San Diego Proportionality Calculation:

MSA-San Diego's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. MSA-San Diego addresses the needs of our school's English learners, low income students and foster youth by providing the services described in detail in the prior sections. The majority of students served at MSA-San Diego will be focus students and MSA-San Diego will continue to maintain and improve its services to unduplicated students. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. MSA-San Diego recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, MSA-San Diego will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of MSA-San Diego Local Control and Accountability Plan and addresses the needs of our school's low income, foster youth, and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

Introduction:

LEA: Magnolia Science Academy-Santa Ana
lbschlottman@magnoliapublicschools.org, (714) 557-7004

Contact (Name, Title, Email, Phone Number): Laura Schlottman, Principal,
 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy Santa Ana (“MSA SA” or “Charter School”) has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP. Information/input sessions include Parent Teacher Student Community (PTSC) meetings, School Site Council (SSC) meetings, Coffee with the Principal meetings, Board of Directors meetings, Principal meetings, Admin Team meetings, and Staff Meetings. In addition, the Charter School conducts surveys for parents, students, and teachers and the Charter School staff make home visits. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders. The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for LEP students and immigrants, and a WASC action plan for continual school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.	All major groups have been informed of the LCAP work and given an opportunity to participate. The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP: • Fully implement state-adopted ELA and math academic content and performance standards for all students, including subgroups, and support teacher professional development • Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement • Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets • Analyze our programs for EL, SWD, and FY to provide increased instructional support to all student subgroups, including these student groups • Develop college-preparedness • Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in the Charter School to maintain sense of safety and school connectedness
Annual Update: The Charter School held its periodical meetings in 2015-16 to gather input from its stakeholders. These include 9 PTF meetings, 5 SSC meetings, at least 5 parent activities/events including McTeacher Night, Chipotle Family night, Open Houses, weekly staff meetings and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey. Parent participation rate in the survey was 99%. The Charter School staff made 40 home visits during 2015-16 and sought feedback from the parents for school improvement.	Annual Update: Based on input from all stakeholders and available data through surveys and student achievement/school data, the Charter School has updated its LCAP. Some of the updates include: ▪ Purchasing of common-core aligned instructional materials ▪ Addition of school-level support positions, e.g., Dean of Academics ▪ Improvements in English Learner services ▪ Adding Saturday School support ▪ Increasing employee salaries and implementing performance pay ▪ Increasing college preparedness by offering “Advisory” classes, a college planning and career exploration program for students, offering special programs to prepare students for the SAT/ACT tests, and encouraging students to take AP courses and participate in the EAP ▪ Investing in effective technology to enhance instruction in the classroom ▪ Offering an annual STEM festival and a STEM expo ▪ Other input includes improving school facilities, identification and support of immigrant students and foster youth, decreasing truancy and sustaining after school and Saturday programs.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL #1:	All students will pursue academic excellence and be college/career ready.			Related State and/or Local Priorities: 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☒ COE only: 9 ☐ 10 ☐ Local : Specify _____
Identified Need :	Priority 1: To ensure teachers are appropriately assigned and fully credentialed To ensure every pupil has sufficient access to standards-aligned instructional materials To ensure school facilities are maintained in good repair Priority 2: To implement Common Core State Standards Priority 4: To increase the percentage of students who score proficient or above in English Language Arts/Literacy and math on the CAASPP assessment system To increase the percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU or career technical education program To increase the percentage of ELs who make progress toward English language proficiency To increase the percentage of ELs who are reclassified as FEP To increase the percentage of students who take and pass AP exams To increase the percentage of students who are on track to be college/career ready Priority 8: To increase student proficiency in all courses			
Goal Applies to:	Schools:	All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Priority 1: 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 100% of students will have sufficient access to standards-aligned instructional materials. At least 90% of the items on facility inspection checklists will be in compliance/good standing. Priority 2: Charter School will provide 100% implementation of CCSS for all students. Priority 4: All student subgroups will meet or exceed proficiency targets in English Language Arts/Literacy and math on the CAASPP assessment system. (Specific targets will be set as data becomes available.) For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2016 to 2017. For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from fall to spring. At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by 5% from the prior year. The percentage of EL students who are reclassified will increase by 5% from the prior year. At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher. At least 80% of students in grades 9-11 will participate in the PSAT test. At least 40% of students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level. At least 80% of students in grade 11 will participate in the EAP assessment. At least 50% of students who participate in the EAP assessment will demonstrate college preparedness. Priority 8: At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of "C" or better (or perform "proficient" on the related state standardized tests) in core subjects and electives.			
Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted	

	Service		Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000 5800-BTSA expenses, EL authorization fees
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually review alignment of instructional materials to standards.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English	\$200,000 4100-4200-4300-4400 (Books and Supplies, Materials, etc.) -Achieve 3000

		proficient __Other Subgroups:(Specify)_____	-ALEKS -Brain PoP -vocabulary.com -history alive! -RL STAR Reading -Turnitin.com
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 1: Daily general cleaning by custodial staff will maintain campus cleanliness.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$35,000 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Priority 2: Charter School will ensure curricula and assessments are aligned to the CCSS.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$15,000.00 MAP testing fees RL STAR Testing AR Program Illuminate (data and assessment components)
Priority 2: Teachers will participate in professional development on the implementation of CCSS.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,000.00 5800 Professional Development on CCSS
Priorities 2 & 4 & 8:	All	<u>✓ ALL</u>	\$10,000

Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	5800 Professional Development on EL strategies
Priorities 2 & 4 & 8: During the day, Charter School will provide additional supports and interventions to all students, including ELs.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$150,000.00 Power English and Power Math teacher salaries, Title I Coordinator, TAs, (Title I funds)
Priorities 2 & 4 & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$40,000.00 After school and Saturday ELA and math tutoring (Title I funds)
Priorities 2 & 4 & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$80,000.00 Dean of Academics salary & benefits
Priority 4: Charter School will synthesize state and federal accountability information into reports and regularly review progress towards targets.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 4:	All	<u>✓ ALL</u>	

Charter School will offer courses that meet UC/CSU admission requirements.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$70,000.00 College Advisor salary & benefits
Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	English Learners Redesignated fluent English proficient	<u>ALL</u> OR: __Low Income pupils <u>✓</u> English Learners __Foster Youth <u>✓</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$20,000.00 ELD core materials \$3,000.00 ELD supplemental materials \$2,000 Focused PD on ELD standards
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	All	<u>ALL</u> OR: __Low Income pupils <u>✓</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000.000 AP teacher salaries & benefits AP workshops AP test fees
Priority 4: Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$5,000.00 College Readiness classes teacher salaries & benefits

GOAL #2:	All students will become independent, innovative scholars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ ☒ 8__ ☒ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Priority 7: ▪ To increase access to all possible courses and programs		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Priority 7: ▪ Charter School will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ 100% of students will have sufficient access to all academic and educational programs provided by the Charter School. ▪ At least 5% of all students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club. ▪ At least 90% of our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study. Priority 8: ▪ At least 80% of all students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo. ▪ At least 80% of all students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency. ▪ At least 80% of all students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency. ▪ At least 90% of all students enrolled in the Charter School's will participate in the PLTW Program in grades K-5th.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 7: ▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.	All	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.	All	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$80,000.00 Dean of Academics salary & benefits
Priority 7: ▪ Charter School will offer an "Advanced Math" class or club to students in grades 6-8. ▪ Charter School will offer the Launch program, PLTW (Project Lead The Way) in grades K-5 th . ▪ Charter School will offer a "VEX Robotics" class or club to students in grades 8-12th. ▪ Charter School will offer a "Lego Robotics" class or club to students in grades 6-8. ▪ Charter School will offer a "Science Olympiad" class or club to students in grades 6-8.	All	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	

Priority 7: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$4,800.00 PLTW curriculum, materials and teacher PD. -Launch Program -Teacher Training (2 staff members) \$5,000 Field Trips that are STEAM related for grades K-12 th grade.
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	

GOAL #3:	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3__ ☒ 4__ 5__ ☒ 6__ ☒ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Priority 3: - To increase parental involvement and seek parent input for making decisions for the Charter School - To promote parent participation Priority 5: - To increase student attendance - To avoid chronic absenteeism - To avoid middle school dropout - To avoid high school dropout - To increase high school graduation rate Priority 6: - To avoid student suspension - To avoid student expulsion - To increase the sense of safety and school connectedness		
Goal Applies to:	Schools: ☐ All	Applicable Pupil Subgroups: ☐ All	
LCAP Year 1: 2016-17			
Expected Annual Measurable	Priority 3: - Charter School will hold a minimum of 4 SSC meetings per year. - Charter School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year.		

Outcomes:

- Charter School will hold a minimum of 4 Parent Task Force (PTF) meetings per year.
- Charter School will hold a minimum of 5 parent activities/events per year.
- Teachers will update SIS records daily/weekly.
- Charter School will send a minimum of 4 progress reports/cards to parents per year.
- At least 25% of Charter School's students will be home-visited by the teachers.
- Priority 5:**
 - Charter School will maintain an ADA rate of at least 95%.
 - Charter School will maintain a chronic absenteeism rate of no more than 1%.
 - Charter School will maintain a middle school dropout rate of no more than 1%.
 - Charter School will maintain a high school dropout rate of no more than 1%.
 - Charter School will maintain a four-year cohort graduation rate of at least 75%.
- Priority 6:**
 - Charter School will maintain a student suspension rate of no more than 5%.
 - Charter School will maintain a student expulsion rate of no more than 1%.
 - Student participation rate in the school experience survey will be at least 80%.
 - Parent participation rate in the school experience survey will be at least 25%.
 - Staff participation rate in the school experience survey will be at least 90%.
 - Approval rating on school experience surveys of students, parents, and staff will be at least 85%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 3: ▪ Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$300.00 Food and refreshers for meetings
Priority 3: ▪ Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$150.00 Food and refreshers for meetings
Priority 3: ▪ Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	English Learners	<u>ALL</u> OR: __Low Income pupils <u>✓</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$150.00 Food and refreshers for meetings
Priority 3: ▪ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	\$500.00 Food and refreshers for meetings \$15,000 Parent College

		<u>__ Other Subgroups:(Specify)_____</u>	
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$25,000.00 5800-SIS fees
Priority 3: Charter School will communicate with the parents of academically low-achieving students.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$10,000.000 Home-visit stipends (Title I funds)
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$70,000.00 Dean of Culture salary & benefits Life Skills teacher salary & benefits \$30,000 EDGE Coaching
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$20,000.00 Attendance clerk salary & benefits
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$35,000.00 College Advisor salary & benefits

Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	All	<u>✓ ALL</u> OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u>	\$5,000.00 Fuel Ed credit recovery course fees
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	All	<u>✓ ALL</u> OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u>	\$80,000.00 Dean of Students salary & benefits
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	All	<u>✓ ALL</u> OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u>	\$35,000 Admin PD, Parent PD, Student PD, Teacher PD on Best Practices, Classroom management, mindset, niroga, positive mindset, PBIS behavior PDs, and teach boost (teacher evaluation system).
Priority 6: Charter School staff will acknowledge and encourage positive student behavior and improvements.	All	<u>✓ ALL</u> OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u>	
Priority 6: Charter School will annually administer school experience surveys to students, parents, and staff.	All	<u>✓ ALL</u> OR: <u> Low Income pupils English Learners</u> <u> Foster Youth Redesignated fluent English proficient</u> <u> Other Subgroups:(Specify)</u>	\$2,000.00 Survey expenses

2015-2016 Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Goal 1: All students will pursue academic excellence and be college/career ready.		Related State and/or Local Priorities: 1 ☒ 2 ☒ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 ☒ COE only: 9 ☐ 10 ☐ Local : Specify _____																																																												
Goal Applies to:	Schools:	All																																																													
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All	Priority 1: 100% of Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter. 100% of students will have sufficient access to standards-aligned instructional materials. - At least 90% of the items on facility inspection checklists will be in compliance/good standing. Priority 2: - Charter School will provide 100% implementation of CCSS for all students. Priority 4: - For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system will increase by 5% from 2015 to 2016. - For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment will increase by 5% from fall to spring. - At least 90% of graduating seniors will have successfully completed courses that satisfy the UC/CSU or career technical education program requirements. - The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC will increase by 5% from the prior year. - The percentage of EL students who are reclassified will increase by 5% from the prior year. - At least 50% of the graduating seniors will have passed an AP exam with a score of 3 or higher. - At least 80% of students in grades 9-11 will participate in the PSAT test. - At least 40% of students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level. - At least 80% of students in grade 11 will participate in the EAP assessment.																																																												
			Priority 1: 100% of Charter School's teachers are appropriately assigned and fully credentialed as required by law and the charter. 100% of students have sufficient access to standards-aligned instructional materials. - At least 90% of the items on facility inspection checklists are in compliance/good standing. Priority 2: - Charter School provides 100% implementation of CCSS for all students. Priority 4: - For all student subgroups, the percentage of students performing proficient on the English Language Arts/Literacy and math sections of the CAASPP assessment system is expected to increase by 5% from 2015 to 2016. More specific targets will be set as 2016 SBAC data becomes available.) <table border="1"> <thead> <tr> <th></th> <th colspan="2">ELA/Literacy</th> <th colspan="2">Math</th> </tr> <tr> <th></th> <th>2015</th> <th>2016 (Expected)</th> <th>2015</th> <th>2016 (Expected)</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>53%</td> <td>60%</td> <td>38%</td> <td>43%</td> </tr> <tr> <td>Socioecon. Disadv.</td> <td>47%</td> <td>60%</td> <td>23%</td> <td>40%</td> </tr> <tr> <td>English Learners</td> <td>22%</td> <td>30%</td> <td>22%</td> <td>47%</td> </tr> <tr> <td>Hispanic or Latino</td> <td>51%</td> <td>60%</td> <td>31%</td> <td>40%</td> </tr> <tr> <td>African American</td> <td>N/A</td> <td>50%</td> <td>NA%</td> <td>50%</td> </tr> </tbody> </table> (Data will be available after the Spring MAP test) - For all student subgroups, the percentage of students performing proficient on the Reading/ELA and math sections of our internal, common-core aligned Measures of Academic Progress (MAP) assessment was expected to increase by 5% from fall to spring. Following are the proficiency percentages for our subgroups: <table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading/ELA</th> <th colspan="2">Math</th> </tr> <tr> <th></th> <th>Fall 2015</th> <th>Spring 2016</th> <th>Fall 2015</th> <th>Spring 2016</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>50%</td> <td>55%</td> <td>50%</td> <td>55%</td> </tr> <tr> <td>Socioecon. Disadv.</td> <td>50%</td> <td>55%</td> <td>50%</td> <td>55%</td> </tr> <tr> <td>English Learners</td> <td>50%</td> <td>55%</td> <td>50%</td> <td>55%</td> </tr> </tbody> </table>		ELA/Literacy		Math			2015	2016 (Expected)	2015	2016 (Expected)	Schoolwide	53%	60%	38%	43%	Socioecon. Disadv.	47%	60%	23%	40%	English Learners	22%	30%	22%	47%	Hispanic or Latino	51%	60%	31%	40%	African American	N/A	50%	NA%	50%		Reading/ELA		Math			Fall 2015	Spring 2016	Fall 2015	Spring 2016	Schoolwide	50%	55%	50%	55%	Socioecon. Disadv.	50%	55%	50%	55%	English Learners	50%	55%	50%	55%
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	- At least 50% of students who participate in the EAP assessment will demonstrate college preparedness. Priority 8: - At least 80% of all students enrolled in the Charter School for a full academic year will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives.		Hispanic or Latino 50% 55% 50% 55% African American 50% 55% 50% 55% 100% of graduating seniors have successfully completed courses that satisfy the UC/CSU or career technical education program requirements in 2014-15. We expect a rate of 100% in 2015-16, too. 2014-15: 100% 2015-16: 100% (expected) - The percentage of EL students making annual progress in learning English as measured by the CELDT and/or ELPAC has increased by 5% from the prior year. 2014-15: 0% 2015-16: 44% - The percentage of EL students who are reclassified has increased by 44% from the prior year. 2014-15: 0% 2015-16: 44% 0% of the graduating seniors passed an AP exam with a score of 3 or higher in 2014-15. We expect a rate of 25% in 2015-16. 2014-15: 0% 2015-16: 25% (expected) 99% of students in grades 8-11 participated in the PSAT test in 2015-16. 38% of students who participated in the PSAT test met or exceeded college readiness benchmarks for their grade level. 75% of students in grade 11 participated in the EAP assessment in 2014-15. We expect a rate of 80% in 2015-16. 60% of students who participated in the EAP assessment demonstrated college preparedness in 2014-15. We expect a rate of 70% in 2015-16. Priority 8: 80% of all students enrolled in the Charter School for a full academic year received a grade of “C” or better (or performed “proficient” on the related state standardized tests) in core subjects and electives. We expect a rate of 85% in 2015-16.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	\$20,000 5800-BTSA expenses, EL authorization fees	Priority 1: All teacher credentials have been reviewed. Charter School has supported 1 of its teachers for their credentialing needs.	\$6,000 5800-BTSA expenses, EL authorization fees
Scope of service:		Scope of service:	

☒ ALL		☒ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 1: ▪ Charter School will annually review master schedule/teacher assignments to ensure compliance.		Priority 1: ▪ Charter School is compliant with its teacher assignments.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 1: ▪ Charter School will annually review alignment of instructional materials to standards.		Priority 1: ▪ Charter School has reviewed its current instructional materials and they are aligned to standards.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 1: ▪ Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.		Priority 1: ▪ Charter School keeps an inventory of instructional materials and corresponding purchase of materials.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Priority 1: ▪ Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	\$398,000.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)	Priority 1: ▪ Charter School has used its budget to ensure sufficient access to instructional materials.	\$200,000.00 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ☐ Charter School will do annual and monthly facility inspections to screen for safety hazards.		Priority 1: ☐ Charter School has done annual and monthly facility inspections to screen for safety hazards.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 1: ☐ Daily general cleaning by custodial staff will maintain campus cleanliness.	\$13,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits	Priority 1: ☐ Charter School has maintained its campus cleanliness through daily general cleaning.	\$2,000.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 2: ☐ Charter School will ensure curricula and assessments are aligned to the CCSS.	\$10,000.00 MAP testing fees	Priority 2: ☐ Charter School implements curricula and assessments aligned to the CCSS.	\$10,000.00 MAP testing fees
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 2: ☐ Teachers will participate in professional development on the implementation of CCSS.	\$150,000.00 5800 Professional Development on CCSS	Priority 2: ☐ Teachers have participated in professional development on the implementation of CCSS.	\$50,000.00 5800 Professional Development on CCSS
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: ☐ Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$49,000.00 5800 Professional Development on EL strategies	Priorities 2 & 4 & 8: ☐ Charter School provides CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$10,000.00 5800 Professional Development on EL strategies
Scope of service: _____		Scope of service: _____	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: ☐ During the day, Charter School will provide additional supports and interventions to all students, including ELs.	\$118,000.00 Power English and Power Math teacher salaries (Title I funds)	Priorities 2 & 4 & 8: ☐ During the day, Charter School provides additional supports and interventions to all students, including ELs.	\$118,000.00 Power English and Power Math teacher salaries (Title I funds)
Scope of service: _____		Scope of service: _____	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: ☐ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.		Priorities 2 & 4 & 8: ☐ Charter School provides additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	
Scope of service: _____		Scope of service: _____	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: ☐ Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.		Priorities 2 & 4 & 8: ☐ Charter School synthesizes CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets.	
Scope of service: _____		Scope of service: _____	
☒ ALL		☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: ☐ Charter School will synthesize state and federal accountability information into reports and regularly review progress towards targets.		Priority 4: ☐ Charter School synthesizes other state and federal accountability information into reports and regularly reviews progress towards targets.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: ☐ Charter School will offer courses that meet UC/CSU admission requirements.		Priority 4: ☐ Charter School offers courses that meet UC/CSU admission requirements.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: ☐ Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.		Priority 4: ☐ Charter School offers 4-year academic plans, outlining the classes students will take during their four years of high school.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: ☐ Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	\$10,000.00 ELD core materials ELD supplemental materials Focused PD on ELD standards	Priority 4: ☐ Charter School has identified ELs by proficiency level, provided ELD instruction aligned to the new standards, and monitored student progress in program implementation according to its EL Master Plan.	\$10,000.00 ELD core materials ELD supplemental materials Focused PD on ELD standards
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	

OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	\$100,000.00 AP teacher salaries & benefits AP workshops AP test fees	Priority 4: Based on student needs and interests, Charter School has offered the following AP courses this year: AP Statistics, AP US History	\$20,000.00 AP teacher salaries & benefits AP workshops AP test fees
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: Charter School will offer "Advisory" classes (college planning and career exploration program) and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT.	\$38,000.00 College Advisor salary & benefits College Readiness classes teacher salaries & benefits	Priority 4: Charter School has offered "Advisory" classes in grades 9-12 and "College Readiness" classes and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 11-12.	\$38,000.00 College Advisor salary & benefits College Readiness classes teacher salaries & benefits
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. - Charter School will continue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted based on how many teachers will have credentialing needs. - Charter School has made a checklist of instructional materials to be used next year and made a purchase order for next year to ensure sufficient access to materials. Expenditure amount will be adjusted based on the number of instructional materials needed. - Charter School will continue to do annual and monthly facility inspections to screen for safety hazards. Expenditure amount will be adjusted based on repair and cleaning needs. - Charter School will continue to provide professional development to all of its teachers to ensure 100% implementation of CCSS. Expenditure amount will be adjusted based on PD needs. - Charter School has revised its EL Master Plan to better serve the needs of our EL students. Charter School will continue to provide EL support and interventions. Expenditure amount will be adjusted based on the ELD materials and PD needs.		

- Charter School will continue to use the MAP test to set targets for student subgroups and each student. Charter School will continue to regularly review student performance towards targets and provide additional supports and interventions. Expenditure amount will be adjusted based on the number of instructional support personnel.
- Charter School will continue to provide courses that meet UC/CSU requirements. Our college advisor will continue to work with our students on their 4-year academic plans.
- Charter School will continue to offer the same AP courses next year and add additional courses depending on student needs and interests.
- Charter School will continue to offer Advisory and College Readiness classes in high school.

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: ☐ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.		Priority 7: ☐ Charter School has designed its master schedule to meet the needs of all students.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: ☐ Charter School will offer an "Advanced Math" class or club to students in grades 6-8.		Priority 1: ☐ Charter School offers "Advanced Math" class and club to students in grades 6-8.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: ☐ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.		Priority 7: ☐ Charter School has provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School has organized a local STEAM festival. Our students have participated in the Magnolia-wide STEAM expo and county-wide science fairs and activities.	\$300.00 STEAM Festival and Expo expenses
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: ☐ Charter School will offer Computer/Technology classes and/or blended learning experience for our students.		Priority 7: ☐ Charter School offers Computer/Technology classes and/or blended learning experience for our students. Charter School purchased 100 Chromebooks in 2015-16. Our teachers have participated in PD on Blended Learning.	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Goal, actions, and services will be maintained.

- Charter School will continue to provide core courses and electives as outlined in its charter petition and provide 100% access to all students.
- Charter School will continue to expand its online course offerings through Fuel Education.
- Charter School will continue to offer “Advanced Math” class and club to students in grades 6-8.
- Charter School will continue to organize a local STEAM festival, participate in the Magnolia-wide STEAM expo and county-wide science fairs and activities.
- Charter School will continue to offer Computer/Technology classes and/or blended learning experience for our students. Charter School will continue to provide PD to our staff on Blended Learning.

Original GOAL from prior year LCAP:	Goal 3: All students, families, staff, and other stakeholders will feel a sense of community and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3✓ 4__ 5✓ 6✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Priority 3: - Charter School will hold a minimum of 4 SSC meetings per year. - Charter School will hold a minimum of 4 Parent Task Force (PTF) meetings per year. - Charter School will hold a minimum of 5 parent activities/events per year. - Teachers will update SIS records daily/weekly. - Charter School will send a minimum of 4 progress reports/cards to parents per year. - At least 25% of Charter School's students will be home-visited by the teachers. Priority 5: - Charter School will maintain an ADA rate of at least 95%. - Charter School will maintain a chronic absenteeism rate of no more than 1%. - Charter School will maintain a middle school dropout rate of no more than 1%. - Charter School will maintain a high school dropout rate of no more than 1%. - Charter School will maintain a four-year cohort graduation rate of at least 90%. Priority 6: - Charter School will maintain a student suspension rate of no more than 1%. - Charter School will maintain a student expulsion rate of no more than 1%. - Student participation rate in the school experience survey will be at least 80%. - Parent participation rate in the school experience survey will be at least 25%. - Staff participation rate in the school experience survey will be at least 90%. - Approval rating on school experience surveys of students, parents, and staff will be at least 85%.		Actual Annual Measurable Outcomes:	Priority 3: - Charter School has held 8 SSC meetings in 2015-16 so far and will have held a total of 9 meetings by the end of the school year. - Charter School has held 8 Parent Task Force (PTF) meetings in 2015-16 so far and will have held a total of 10 meetings by the end of the school year. - Charter School has held more than 5 parent activities/events this year. - Teachers update SIS records daily/weekly. - Charter School has sent 5 progress reports/cards to parents in 2015-16 so far and will have sent a total of 6 progress reports/cards by the end of the school year. 25% of Charter School's students have been home-visited by the teachers in 2015-16 so far. Priority 5: - Charter School maintained an ADA rate of 97% in 2014-15. Our rate in 2015-16 so far is 97% and we expect a rate of at least 95% by the end of the school year. - Charter School maintained a chronic absenteeism rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. - Charter School maintained a middle school dropout rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. - Charter School maintained a high school dropout rate of 0% in 2014-15. Our rate in 2015-16 so far is 0% and we expect a rate of 0% by the end of the school year. - Charter School maintained a four-year cohort graduation rate of 100% in 2014-15. We expect a rate of 100% by the end of the 2015-16 school year. Priority 6: - Charter School maintained a student suspension rate of 0% in 2014-15. Our rate in 2015-16 so far is 5% and we expect a rate of no more than 0% by the end of the school year. - Charter School maintained a student expulsion rate of 0% in 2014-15. Our rate in 2015-16

			so far is 0% and we expect a rate of 0% by the end of the school year. - Student participation rate in the school experience survey is 99% in 2015-16. - Parent participation rate in the school experience survey is 99% in 2015-16. - Staff participation rate in the school experience survey is 99% in 2015-16. - Approval rating on school experience surveys in 2015-16: Students: 61% Parents: 75% Staff: 69%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.		Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	
Scope of service: ☒ ALL		Scope of service: ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.		Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	
Scope of service: ☒ ALL		Scope of service: ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.		Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	
Scope of service: ☒ ALL		Scope of service: ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3:		Priority 3:	

Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.		Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$22,000.00 5800-SIS fees	Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$22,000.00 5800-SIS fees
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: Charter School will communicate with the parents of academically low-achieving students.		Priority 3: Charter School will communicate with the parents of academically low-achieving students.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$5,000.00 Home-visit stipends (Title I funds)	Priority 3: Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	\$5,000.00 Home-visit stipends (Title I funds)
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.		Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all its students and families. Academic and socio-emotional support will be provided to address student needs.	
Scope of service:		Scope of service:	

☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$38,000.00 Attendance clerk salary & benefits	Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	\$38,000.00 Attendance clerk salary & benefits
Scope of service:		Scope of service:	
☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	\$48,000.00 College Advisor salary & benefits	Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	\$48,000.00 College Advisor salary & benefits
Scope of service:		Scope of service:	
☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.		Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	\$10,000.00 Fuel Ed credit recovery course fees
Scope of service:		Scope of service:	
☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.		Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 6: ☐ Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		Priority 6: ☐ Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 6: ☐ Charter School staff will acknowledge and encourage positive student behavior and improvements.		Priority 6: ☐ Charter School staff will acknowledge and encourage positive student behavior and improvements.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 6: ☐ Charter School will annually administer school experience surveys to students, parents, and staff.	\$3,000.00 Survey expenses	Priority 6: ☐ Charter School will annually administer school experience surveys to students, parents, and staff.	\$3,000.00 Survey expenses
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. ☐ Charter School will continue to provide opportunities for parent involvement. Expenditure amount will be adjusted based on SIS fees, parent events/activities, and number of home visits. ☐ Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs. ☐ Charter School will continue to offer 4-year academic plans, credit recovery classes, and monitor for timely high school graduation. ☐ Charter School will continue to assess its suspension policies and procedures and encourage positive student behavior and improvements.		

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| | <ul style="list-style-type: none">▪ Charter School will continue to administer school experience surveys to students, parents, and staff. Charter School will continue to use survey results for school improvement. |
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Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charter wide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>519,288</u>
Charter School's identified amount of funds in the LCAP year is approximately \$519,288. These funds are calculated based on the number and concentration of our low income, foster youth, and English learner students. Charter School will offer a variety of support programs and supports specifically for low-income, foster youth, and English learners. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, Get Ready for Life classes, positive behavior support and restorative practices. Following are the actions, services, and expenditures for the unduplicated pupils: Low income pupils: Actions and services: ▪ Charter School will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements. ▪ Charter School will provide resources for increased outreach efforts to low income families including home visits and meetings. ▪ Charter School will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources. ▪ Charter School will provide targeted assistance to low income students in career/college readiness activities and guidance. ▪ Charter School will provide STEM related courses, clubs, field trips, competitions, and other activities to promote STEM. ▪ Charter School will provide bullying prevention training. ▪ Charter School will provide/pilot programs such as Second Step and Why Try to provide explicit social/emotional instruction. ▪ Afterschool programs ▪ Home visits ▪ Parent trainings ▪ Career/college readiness activities for low income pupils Foster youth: Actions and services: ▪ Foster youth will receive educational counseling.	

- Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.
- Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth.
- Charter School will improve communication with foster guardians.
- Guidance/PSA counselor

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
 - Charter School will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
 - Charter School will implement its English Learners Master Plan.
 - EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
 - Charter School will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
 - Charter School will provide additional teaching sections of EL intervention courses.
 - Charter School will provide a range of standards-aligned supplemental instructional resources in English and home languages.
 - Charter School will provide culturally and linguistically relevant materials for students.
 - Charter School will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.
 - Charter School will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
 - Charter School will regularly review progress towards targets.
 - Charter School will provide additional supports and interventions, as needed.
 - EL intervention courses
 - Bilingual instructional assistants
 - ESL/ELD/EL instructional materials
 - Parent trainings for bilingual parents
 - EL progress analysis towards targets
- AP

Redesignated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPs).

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

12.33	%
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Charter School Proportionality Calculation:

Charter School's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. The Charter School addresses the needs of our school's English learners, low Income students and foster youth by providing the services described in detail in the prior sections. The majority of students served at the Charter School will be focus students and the Charter School will continue to maintain and improve its services to unduplicated students. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. Charter School recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, Charter School will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Charter School Local Control and Accountability Plan and addresses the needs of our school's low income, foster youth, and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

Introduction:

LEA: Magnolia Science Academy-Santa Clara
1427 LCAP Year: 2016-17

Contact (Name, Title, Email, Phone Number): Michele Ryan mryan@magnoliapublicschools.org, 408 258

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
In order to promote learning and provide a more positive learning experience for our students, Magnolia Science Academy-Santa Clara ("MSA-SC" or "Charter School") has established a culture of gathering input from parents, students, staff, community members, and other stakeholders through multiple channels including meetings, school events, surveys, home visits, newsletters, and other means of communication. To the extent possible, all stakeholders are invited to be involved in the process of school review and improvement including the development of our annual LCAP. Information/input sessions include Parent Teacher Organization (PTO) meetings, School Site Council (SSC) meetings, Board of Directors meetings, Principal meetings, Dean meetings, and staff meetings. In addition, the Charter School conducts surveys for parents, students, and teachers. These all serve as a way to inform, educate, and gather input & feedback from all critical stakeholders. The Charter School has an approved charter petition with measurable student outcomes and methods to assess student progress, an SSD plan with planned improvement in student performance in reading and mathematics and in programs for LEP students and immigrants, and a WASC action plan for continual school improvement. Therefore, LCAP is received by our community as a comprehensive planning tool that draws from all other school plans and addresses the state priorities and locally identified priorities.	All major groups have been informed of the LCAP work and given an opportunity to participate. The Charter School LCAP committee has reviewed input from all stakeholders and synthesized input to revise existing goals and also to set new goals in the LCAP over the next three years. The following are the major goal areas in the revised LCAP: ▪ Fully implement state-adopted ELA and math academic content and performance standards for all students, including subgroups, and support teacher professional development ▪ Provide increased early intervention programs and communication with the parents of academically low-achieving students; visit students at their homes to discuss student progress and enhance student learning and involvement ▪ Set targets for proficiency and growth for all subgroups on the statewide and internal assessments and regularly review progress toward targets ▪ Analyze our programs for EL, SWD, and FY to provide increased instructional support to all student subgroups, including these student groups ▪ Develop college-preparedness ▪ Provide a nurturing and engaging learning environment and acknowledge and encourage positive student behavior and improvements for all our students and families, including those of all the subgroups enrolled in the Charter School to maintain sense of safety and school connectedness ▪ Improve school facilities and create stability in school location.
Annual Update: The Charter School held periodic meetings in 2015-16 to gather input from is stakeholders. These include 8 PTO meetings, 2 SSC meetings, a Back to School Night, weekly staff meetings, and other stakeholder meetings. The school conducted a parent, teacher and student satisfaction survey with specific questions about school improvement and the eight state priorities. All students and teachers participated in this survey.	Annual Update: Based on input from all stakeholders and available data through surveys and student achievement/school data, the Charter School has updated its LCAP. Some of the updates include: ▪ Purchasing of common-core aligned instructional materials ▪ Increasing employee salaries ▪ Improving school facilities ▪ Investing in effective technology to enhance instruction in the classroom ▪ Offering an annual STEM expo ▪ Other input includes improving school facilities and sustaining after school programs. ▪ Preparing for a Fall 2016 WASC visit

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$5,800-BTSA expenses 5863-Professional Development
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually review alignment of instructional materials to standards.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$5,000 for updated instructional materials 4100-4200-4300-4400 (Books and Supplies, Materials, etc.)
Priority 1: Charter School will do annual and monthly facility inspections to screen for safety hazards.	All	<u>✓ ALL</u> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient	

		__ Other Subgroups:(Specify)_____	
Priority 1: ▪ Daily general cleaning by custodial staff will maintain campus cleanliness.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$40,020.00 5500 Janitorial Services, 5600 Maintenance, Custodian salary & benefits
Priority 2: ▪ Charter School will ensure curricula and assessments are aligned to the CCSS.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$4,000 Instructional Materials and supplies MAP testing fees 4100, 4200 Instructional Materials and Supplies 5822 Other Professional Services
Priority 2: ▪ Teachers will participate in professional development on the implementation of CCSS.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$3,800 5863-Professional Development
Priorities 2 & 4 & 8: ▪ Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$1,800 5863-Professional Development on EL strategies
Priorities 2 & 4 & 8: ▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs.	All	<u>✓ ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$16,000.00 Extra ELA/Literacy & math support staff salaries & benefits (Title I funds) 1100 Teachers Salaries
Priorities 2 & 4 & 8: ▪ Charter School will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday.	All	<u>✓ ALL</u>	\$8,000.00 Extra ELA/Literacy &

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	math support staff salaries & benefits (Title I funds) 1100 Teachers Salaries
Priorities 2 & 4 & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.	All	✓ <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.	All	✓ <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 4: Charter School will offer courses that meet UC/CSU admission requirements.	All	✓ <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 4: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.	All	✓ <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 4: Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	English Learners Redesignated fluent English proficient	<u>ALL</u> OR: __Low Income pupils <u>✓</u> English Learners __Foster Youth <u>✓</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$5,000.00 ELD supplemental materials Focused PD on ELs (Title III LEP funds) 4100, 4200 Instructional Materials and Supplies 5863-Professional Development
Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	All	<u>ALL</u> OR: __Low Income pupils <u>✓</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$45,000.00 AP teacher salaries & benefits AP workshops AP test fees 1100 Teachers Salaries

			5863-Professional Development 4100, 4200 Instructional Materials and Supplies
Priority 4: Charter School will offer “Advisory” classes (college planning and career exploration program) and “College Readiness” classes and programs preparing students for college readiness, including test prep for ACT/SAT.	All	✓ ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____ OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify)_____	

GOAL #2:	All students will become independent, innovative scholars.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__✓ 8__✓ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Priority 7: ▪ To increase access to all possible courses and programs		
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Priority 7: ▪ Charter School will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. ▪ 100% of students will have sufficient access to all academic and educational programs provided by the Charter School. ▪ At least 5% of all students enrolled in the Charter School's grades 6-8 will be taking the "Advanced Math" class or club. ▪ At least 90% of our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study. Priority 8: ▪ At least 80% of all students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo. ▪ At least 80% of all students enrolled in the Charter School's "Advanced Math" class or club in grades 6-8 will demonstrate proficiency. ▪ At least 80% of all students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Priority 7: ▪ Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.	All	✓ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 7: ▪ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.	All	✓ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 7: ▪ Charter School will offer an "Advanced Math" class or club to students in grades 6-8.	All	✓ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Priority 7: Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.	All	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	All	☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$60,000 Computer/Technology teacher salaries & benefits \$1,800 Focused PD on Blended Learning 1100 Teachers Salaries 5863-Professional Development

GOAL #3:	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3_✓_ 4__ 5_✓_ 6_✓_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Priority 3: To increase parental involvement and seek parent input for making decisions for the Charter School To promote parent participation Priority 5: To increase student attendance To avoid chronic absenteeism To avoid middle school dropout To avoid high school dropout To increase high school graduation rate Priority 6: To avoid student suspension To avoid student expulsion To increase the sense of safety and school connectedness			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Priority 3: Charter School will hold a minimum of 4 SSC meetings per year. If the Charter School has 21+ EL students, the School will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. Charter School will hold a minimum of 4 Parent Teacher Organization (PTO) meetings per year. Charter School will hold a minimum of 5 parent activities/events per year. Teachers will update SIS records daily/weekly. Charter School will send a minimum of 4 progress reports/cards to parents per year. At least 25% of Charter School's students will be home-visited by the teachers. Priority 5: Charter School will maintain an ADA rate of at least 95%. Charter School will maintain a chronic absenteeism rate of no more than 1%. Charter School will maintain a middle school dropout rate of no more than 1%. Charter School will maintain a high school dropout rate of no more than 1%. Charter School will maintain a four-year cohort graduation rate of at least 75%. Priority 6: Charter School will maintain a student suspension rate of no more than 5%. Charter School will maintain a student expulsion rate of no more than 1%. Student participation rate in the school experience survey will be at least 80%. Parent participation rate in the school experience survey will be at least 25%. Staff participation rate in the school experience survey will be at least 90%. Approval rating on school experience surveys of students, parents, and staff will be at least 85%.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC	All	✓ ALL		

meetings.		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: If the Charter School has 21+ EL students , the School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have a Parent Teacher Organization (PTO) and hold periodic PTO meetings.	English Learners	☐ <u>ALL</u> OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	\$8,000 SIS fees 5822 – Other Professional Services
Priority 3: Charter School will communicate with the parents of academically low-achieving students.	All	☒ <u>ALL</u> OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School teachers will visit students at their homes to discuss student progress	All	☒ <u>ALL</u>	\$2,000

and enhance student learning and involvement.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Home-visit stipends (Title I funds) 1100 Teachers Salaries
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$4,000.00 0.1 Office Manager salary and benefits 2400 Classified Clerical & Office Salaries
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,500 Credit recovery courses 4100, 4200 Instructional Materials and Supplies
Priority 6: Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 6: Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	All	<u>✓ ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,800 Focused PD on SEL 5863-Professional Development

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

	tests) in core subjects and electives.		targets. All students had the opportunity to take AP courses in multiple subject areas, and all students had the opportunity to take AP tests.. Priority 8: More than 80% of all students enrolled in the Charter School for a full academic year received a grade of "C" or better (or performed "proficient" on the related state standardized tests) in core subjects and electives. English: 95% Mathematics: 81% Social sciences: 96% Science: 91% Electives: 99.7%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 1: Charter School will conduct credential review as part of teacher hiring process and support our teachers' credentialing needs.	\$3,500 5800-BTSA expenses	Priority 1: All teacher credentials have been reviewed. Charter School has supported 1 of its teachers for BTSA.	\$3,500 BTSA expenses 5863-Professional Development
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually review master schedule/teacher assignments to ensure compliance.		Priority 1: Charter School is compliant with its teacher assignments.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 1: Charter School will annually review alignment of instructional materials to standards.		Priority 1: Charter School has reviewed its current instructional materials and they are aligned to standards.	
Scope of service:		Scope of service:	

☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 1: ▪ Charter School will annually keep an inventory of instructional materials and corresponding purchase of materials.		Priority 1: ▪ Charter School keeps an inventory of instructional materials and corresponding purchase of materials.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 1: ▪ Charter School will annually review budget and plan to ensure adequate budget for instructional materials.	\$40,000 4100, 4200 Instructional Materials and Supplies	Priority 1: ▪ Charter School has used its budget to ensure sufficient access to instructional materials.	\$40,000 4100, 4200 Instructional Materials and Supplies
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 1: ▪ Charter School will do annual and monthly facility inspections to screen for safety hazards.		Priority 1: ▪ Charter School has done annual and monthly facility inspections to screen for safety hazards.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 1: ▪ Daily general cleaning by custodial staff will maintain campus cleanliness.	Included as part of lease.	Priority 1: ▪ Charter School has maintained its campus cleanliness through daily general cleaning.	Included as part of lease.
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 2: ▪ Charter School will ensure curricula and assessments are aligned to the CCSS.	\$2,000 MAP testing fees 5822 – Other Professional Services	Priority 2: ▪ Charter School implements curricula and assessments aligned to the CCSS.	\$2,000 MAP testing fees 5822 – Other Professional Services
Scope of service: _____ ✓_ALL		Scope of service: _____ ✓_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priority 2: ▪ Teachers will participate in professional development on the implementation of CCSS.	\$1,800 5863-Professional Development	Priority 2: ▪ Teachers have participated in professional development on the implementation of CCSS.	\$1,800 5863-Professional Development
Scope of service: _____ ✓_ALL		Scope of service: _____ ✓_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: ▪ Charter School will provide CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$1,200 5863-Professional Development	Priorities 2 & 4 & 8: ▪ Charter School provides CCSS aligned ELA and math instruction using integrated ELD and SDAIE instructional strategies to all students, including ELs.	\$1,200 5863-Professional Development
Scope of service: _____ ✓_ALL		Scope of service: _____ ✓_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: ▪ During the day, Charter School will provide additional supports and interventions to all students, including ELs.	\$10,000 Portion of Power English and Power Math teacher salaries (Title I funds)	Priorities 2 & 4 & 8: ▪ During the day, Charter School provides additional supports and interventions to all students, including ELs.	\$10,000 Portion of Power English and Power Math teacher salaries (Title I funds)

	1100 Teachers Salaries		1100 Teachers Salaries
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: Charter School will provide additional supports and interventions to all students, including ELs, during after school hours.	\$10,000 Portion of teacher salaries for after-school tutoring (Title I funds) 1100 Teachers Salaries	Priorities 2 & 4 & 8: Charter School provides additional supports and interventions to all students, including ELs, during after school hours.	\$10,000 Portion of teacher salaries for after-school tutoring (Title I funds) 1100 Teachers Salaries
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priorities 2 & 4 & 8: Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.		Priorities 2 & 4 & 8: Charter School synthesizes CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: Charter School will synthesize API and other state and federal accountability information into reports and regularly review progress towards targets.		Priority 4: API data is not available at this time. Charter School synthesizes other state and federal accountability information into reports and regularly reviews progress towards targets.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 4: ☐ Charter School will offer courses that meet UC/CSU admission requirements.		Priority 4: ☐ Charter School offers courses that meet UC/CSU admission requirements.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 4: ☐ Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school.		Priority 4: ☐ Charter School offers 4-year academic plans, outlining the classes students will take during their four years of high school.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	
Priority 4: ☐ Charter School will identify ELs by proficiency level, provide ELD instruction aligned to the new standards, and monitor student progress in program implementation.	\$300 ELD core materials \$300 ELD supplemental materials \$1,200 Focused PD on ELD standards 4100-4200 Books and Supplies 5863-Professional Development	Priority 4: ☐ Charter School has identified ELs by proficiency level, provided ELD instruction aligned to the new standards, and monitored student progress in program implementation according to its EL Master Plan.	\$300 ELD core materials \$300 ELD supplemental materials \$1,200 Focused PD on ELD standards 4100-4200 Books and Supplies 5863-Professional Development
Scope of service: _____ ☐ ALL		Scope of service: _____ ☐ ALL	
OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☒ English Learners ☐ Foster Youth ☒ Redesignated fluent English proficient ☐ Other ☐ Subgroups:(Specify)_____	

Priority 4: Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests.	\$20,000.00 AP teacher salaries & benefits AP workshops AP test fees and instructional materials 1100 Teachers Salaries 5210 Conference Fees 4100, 4200 Instructional Materials and Supplies	Priority 4: Based on student needs and interests, Charter School has offered the following AP courses this year: AP Environmental Science, AP Statistics, AP English Literature and Composition, AP US Government, and AP Microeconomics	\$20,000.00 AP teacher salaries & benefits AP workshops AP test fees and instructional materials 1100 Teachers Salaries 5210 Conference Fees 4100, 4200 Instructional Materials and Supplies
Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 4: Charter School will offer Advisory classes to prepare students for college readiness, including test prep for ACT/SAT.		Priority 4: Charter School has offered advisory classes in grades 9-12 and provided support in the college selection and admission process.	
Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		Scope of service: ☒ ALL OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			
Goal, actions, and services will be maintained. - Charter School will continue to support our teachers for their credentialing needs. Expenditure amounts will be adjusted based on how many teachers will have credentialing needs. - Once a school site is confirmed, Charter School will purchase books and supplies to ensure sufficient access to materials. Expenditure amount will be adjusted based on the number of instructional materials needed. - Charter School will continue to do annual and monthly facility inspections to screen for safety hazards. Expenditure amount will be adjusted based on repair and cleaning needs. - Charter School will continue to provide professional development to all of its teachers to ensure 100% implementation of CCSS. Expenditure amount will be adjusted based on PD needs. - Charter School has revised its EL Master Plan to better serve the needs of our EL students. Charter School will continue to provide EL support and interventions. Expenditure amount will be adjusted based on the ELD materials and PD needs.			

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|--|---|
| | <ul style="list-style-type: none">▪ Charter School will continue to use the MAP test to set targets for student subgroups and each student. Charter School will continue to regularly review student performance towards targets and provide additional supports and interventions. Expenditure amount will be adjusted based on the number of instructional support personnel.▪ Charter School will continue to provide courses that meet UC/CSU requirements. Our college advisor will continue to work with our students on their 4-year academic plans.▪ Charter School will continue to offer AP courses next year; exact courses offered will be based on student needs and interests.▪ Charter School will continue to offer advisory classes in high school. |
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Original GOAL from prior year LCAP:	All students will become independent, innovative scholars.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ ✓ 8__ ✓ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Priority 7: - Charter School will provide 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. 100% of students will have sufficient access to all academic and educational programs provided by the Charter School. - At least 5% of all students enrolled in the Charter School's grades 6-8 will be taking an advanced math class or club. - At least 90% of our graduates will have taken a Computer/Technology class and/or experienced blended learning in their program of study. Priority 8: - At least 80% of all students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo. - At least 80% of all students enrolled in the Charter School's advanced math classes or club in grades 6-8 will demonstrate proficiency. - At least 80% of all students enrolled in the Charter School's Computer/Technology classes will demonstrate proficiency.		Actual Annual Measurable Outcomes:	Priority 7: - Charter School provides 100% of the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. 100% of students have sufficient access to all academic and educational programs provided by the Charter School. 54% of all students enrolled in the Charter School's grades 6-8 take an advanced math class or club. 100% of our graduating class has taken a Computer/Technology class and/or experienced blended learning in their program of study. Priority 8: 100% of all middle school students enrolled in the Charter School have created or demonstrated a STEAM focused project, experiment, model or demo. 100% of all students enrolled in the Charter School's advanced math classes or club in grades 6-8 have demonstrated proficiency. 100% of all students enrolled in the Charter School's Computer/Technology classes received a grade of "C" or better in 2015-16.	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
Priority 7: Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in its charter petition.		\$3,750.00 FuelEd course fees 4325 Instructional Materials and Supplies	Priority 7: Charter School has provided students with core courses and electives as outlined in its charter petition. FuelEd course fees 4325 Instructional Materials and Supplies		
Scope of service:			Scope of service:		
✓ ALL			✓ ALL		

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: ☐ Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student subgroups.		Priority 7: ☐ Charter School has designed its master schedule to meet the needs of all students.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: ☐ Charter School will offer advanced math classes and clubs to students in grades 6-8.		Priority 1: ☐ Charter School offers advanced math classes and clubs to students in grades 6-8.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: ☐ Charter School will provide opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. Charter School will also provide information and access to quality out-of-school STEAM activities and achievements.		Priority 7: ☐ Charter School has provided opportunities for students during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 7: ☐ Charter School will offer Computer/Technology classes and/or blended learning experience for our students.	\$60,000 Computer/Technology teacher salaries & benefits \$1,200 Focused PD on Blended Learning 1100 Teachers Salaries 5863-Professional	Priority 7: ☐ Charter School offers Computer/Technology classes and/or blended learning experience for our students. Our teachers have participated in PD on blended learning.	\$60,000 Computer/Technology teacher salaries & benefits \$1,200 Focused PD on Blended Learning 1100 Teachers Salaries 5863-Professional

	Development		Development
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. - Charter School will continue to provide core courses and electives as outlined in its charter petition and provide 100% access to all students. - Charter School will continue to offer courses through Fuel Education as needed. - Charter School will continue to offer advanced math classes and clubs to students in grades 6-8. - Charter School will continue to hold its own Science Fair and Science Expo and will participate in county-wide science fairs and activities. - Charter School will continue to offer Computer/Technology classes and/or blended learning experience for our students. Charter School will continue to provide PD to our staff on blended learning.		

Original GOAL from prior year LCAP:	All students, families, staff, and other stakeholders will feel a sense of community and connectedness.		Related State and/or Local Priorities: 1__ 2__ 3✓ 4__ 5✓ 6✓ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Priority 3: - Charter School will hold a minimum of 4 SSC meetings per year. - If the Charter School has 21 or more EL students, the school will hold a minimum of 4 English Learner Advisory Committee (ELAC) meetings per year. - Charter School will hold a minimum of 4 Parent Teacher Organization (PTO) meetings per year. - Charter School will hold a minimum of 5 parent activities/events per year. - Teachers will update SIS records daily/weekly. - Charter School will send a minimum of 4 progress reports/cards to parents per year. - At least 25% of Charter School's students will be home-visited by the teachers. Priority 5: - Charter School will maintain an ADA rate of at least 95%. - Charter School will maintain a chronic absenteeism rate of no more than 1%. - Charter School will maintain a middle school dropout rate of no more than 1%. - Charter School will maintain a high school dropout rate of no more than 1%. - Charter School will maintain a four-year cohort graduation rate of at least 75%. Priority 6: - Charter School will maintain a student suspension rate of no more than 5%. - Charter School will maintain a student expulsion rate of no more than 1%. - Student participation rate in the school experience survey will be at least 80%. - Parent participation rate in the school experience survey will be at least 25%. - Staff participation rate in the school experience survey will be at least 90%.		Actual Annual Measurable Outcomes:	Priority 3: - Charter School has held 3 SSC meetings in 2015-16 so far and will have held a total of 4 meetings by the end of the school year. - Charter School had only 5 EL students this year, so they did not have an ELAC.. - Charter School has held 6 Parent Teacher Organization (PTO) meetings this year. - Charter School has held more than 5 parent activities/events this year. - Teachers update SIS records daily/weekly. - Charter School has sent 3 progress reports/cards to parents in 2015-16 so far and will have sent a total of 4 progress reports/cards by the end of the school year. - With the reductions in staff, the change in location, and the distance of the school site from student's homes, fewer home visits than anticipated were made this year, but staff conducted more on-campus family meetings. Priority 5: - Charter School maintained an ADA rate of 91.64% in 2015-16. ADA was lower than anticipated this year because the site relocation made it more difficult for parents to get students to the school site. All students were dependent on some form of vehicle transportation to school (school bus or private car), which led to more frequent absences. In addition, our middle school attendance rate was much higher than our high school attendance rate. We had attendance issues with a number of high school students, and the small size of the school meant that a few students with frequent absences had a huge impact on our overall ADA. Goal, actions, and services will be maintained. Charter School will continue to provide a safe environment and encourage and support student attendance. - Charter School maintained a chronic absenteeism rate of 1% in 2015-16. - Charter School maintained a middle school dropout rate of 0% in 2015-16. - Charter School maintained a high school dropout rate of 0% in 2015-16. - Because of the school's uncertainty around facilities and late relocation in 2015, the high school enrollment has been very unstable. Only 3 of the 11 seniors have been with the

	Approval rating on school experience surveys of students, parents, and staff will be at least 85%.		school all four years of high school. Priority 6: - Charter School maintained a student suspension rate of 1% 2015-16. - Charter School maintained a student expulsion rate of 0% in 2015-16. - Student participation rate in the school experience survey is 66% in 2015-16. - Staff participation rate in the school experience survey is 71% in 2015-16. - Approval rating on school experience surveys in 2015-16: Students: 65% Staff: 70%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.		Priority 3: Charter School will have parents on its School Site Council (SSC) and hold periodic SSC meetings.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.		Priority 3: Charter School will have an English Learner Advisory Committee (ELAC) and hold periodic ELAC meetings.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.		Priority 3: Charter School will have a Parent Task Force (PTF) and hold periodic PTF meetings.	
Scope of service:		Scope of service:	
☒ ALL		☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: ☐ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.		Priority 3: ☐ Charter School will host parent activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: ☐ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$8,000 SIS fees 5822 – Other Professional Services	Priority 3: ☐ Charter School will provide parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal.	\$8,000 SIS fees 5822 – Other Professional Services
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: ☐ Charter School will communicate with the parents of academically low-achieving students.		Priority 3: ☐ Charter School will communicate with the parents of academically low-achieving students.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 3: ☐ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.		Priority 3: ☐ Charter School teachers will visit students at their homes to discuss student progress and enhance student learning and involvement.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs.		Priority 5: Charter School will provide a safe, nurturing, and engaging learning environment for all its students and families. Academic and socio-emotional support will be provided to address student needs.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.		Priority 5: Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.		Priority 5: Charter School will offer 4-year academic plans, outlining the classes students will take during their four years of high school, and monitor these plans to ensure timely high school graduation.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	\$3,750.00 FuelEd course fees 4325 Instructional Materials and Supplies	Priority 5: Charter School will offer credit recovery classes and provide support to ensure timely high school graduation.	\$3,750.00 FuelEd course fees 4325 Instructional Materials and Supplies
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: ☐ Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.		Priority 6: ☐ Charter School will annually assess its suspension/expulsion policies and procedures and document and implement alternatives to suspension/expulsion.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: ☐ Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.		Priority 6: ☐ Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: ☐ Charter School staff will acknowledge and encourage positive student behavior and improvements.		Priority 6: ☐ Charter School staff will acknowledge and encourage positive student behavior and improvements.	
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	
OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
Priority 6: ☐ Charter School will annually administer school experience surveys to students, parents, and staff.	\$1,000 Survey expenses 5822 Other Professional Services	Priority 6: ☐ Charter School will annually administer school experience surveys to students, parents, and staff.	\$1,000 Survey expenses 5822 Other Professional Services
Scope of service: _____ ☒ ALL		Scope of service: _____ ☒ ALL	

OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____		OR: ☐ Low Income pupils ☐ English Learners ☐ Foster Youth ☐ Redesignated fluent English proficient ☐ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goal, actions, and services will be maintained. - Charter School will continue to provide opportunities for parent involvement. Expenditure amount will be adjusted based on SIS fees, parent events/activities, and number of home visits. - Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and socio-emotional support will be provided to address student needs. - Charter School will continue to offer 4-year academic plans, credit recovery classes, and monitor for timely high school graduation. - Charter School will continue to assess its suspension policies and procedures and encourage positive student behavior and improvements. - Charter School will continue to administer school experience surveys to students, parents, and staff. Charter School will continue to use survey results for school improvement.		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u> \$49,823 </u>
Charter School's identified amount of funds in the LCAP year is approximately \$35,936. These funds are calculated based on the number and concentration of our low income, foster youth, and English learner students. Charter School will offer a variety of support programs and supports specifically for low-income, foster youth, and English learners. These include EL intervention courses, bilingual instructional assistants, ESL/ELD/EL instructional materials, parent trainings for bilingual parents, EL progress analyses towards targets, afterschool programs, summer learning programs, Saturday school, home visits and family engagement programs, career/college readiness activities for low income pupils, guidance counseling and other related services. Charter School also offers services and programs that are aligned with LCAP goals that serve all students such as intervention, recruitment and retention of highly qualified teachers, small class size, positive behavior support, and restorative practices. Following are the actions, services, and expenditures for the unduplicated pupils: Low income pupils: Actions and services: ▪ Charter School will provide support that includes staffing, professional development augmentations and recruitment and retention enhancements. ▪ Charter School will provide resources for increased outreach efforts to low income families including home visits and meetings. ▪ Charter School will provide explicit parent education on trait/habits of high achieving students and navigating the higher education system and resources. ▪ Charter School will provide targeted assistance to low income students in career/college readiness activities and guidance. ▪ Charter School will provide STEM related courses, clubs, field trips, competitions, and other activities to promote STEM. ▪ Charter School will provide bullying prevention training. ▪ Charter School will provide/pilot programs to provide explicit social/emotional instruction. Anticipated expenditures: \$35,000 ▪ Afterschool programs ▪ Home visits ▪ Parent trainings ▪ Career/college readiness activities for low income pupils Foster youth: Actions and services:	

- Foster youth will receive educational counseling.
- Foster youth will receive academic supports and remediation in order to decrease the adverse effects of school mobility on foster youth.
- Foster youth will be encouraged and supported to engage in extracurricular activities in order to adverse the effects of school mobility on foster youth.
- Charter School will improve communication with foster guardians.

Anticipated expenditures: \$20,000.00

- Guidance/PSA counselor

English learners:

Actions and services:

- EL students will participate in ELA/Literacy instruction with appropriate instructional support.
- Charter School will provide additional professional development to increase teachers' understanding of ELD standards and to ensure that English learners receive support in accessing CCSS.
- Charter School will implement its English Learners Master Plan.
- EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; extended day instruction as needed.
- Charter School will provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency.
- Charter School will provide additional teaching sections of EL intervention courses.
- Charter School will provide a range of standards-aligned supplemental instructional resources in English and home languages.
- Charter School will provide culturally and linguistically relevant materials for students.
- Charter School will provide ongoing Common Core Parent Training for bilingual parents at ELAC meetings.
- Charter School will provide parent training on how to assist students academically and behaviorally, and how to navigate the educational system, including higher education.
- Charter School will regularly review progress towards targets.
- Charter School will provide additional supports and interventions, as needed.
-

Anticipated expenditures: \$55,000.00

- EL intervention courses
- Bilingual instructional assistants
- ESL/ELD/EL instructional materials
- Parent trainings for bilingual parents
- EL progress analysis towards targets

Redesignated fluent English proficient pupils:

Actions and services are located in the English learner section above and services provide a multi-tiered system of supports for English learners and struggling students, inclusive of redesignated fluent English proficient students (RFEPs).

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

3.51	%
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Charter School Proportionality Calculation:

Charter School's Minimum Proportionality Percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year is calculated and can be seen above. The Charter School addresses the needs of our school's English learners, low Income students and foster youth by providing the services described in detail in the prior sections. The majority of students served at the Charter School will be focus students and the Charter School will continue to maintain and improve its services to unduplicated students. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups. Charter School recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students (90 percent or more), there may be other students in need that the school does not want to overlook. By providing the services identified without limitations, Charter School will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Charter School Local Control and Accountability Plan and addresses the needs of our school's low income, foster youth, and English learner students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II G
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, Chief External Officer
RE:	Partnership for LA schools "Parent College Proposal"

Proposed Board Recommendation

I move that the board approve the agreement between Magnolia Public Schools and Partnership for LA schools (Parent College program)

Background

Parent College is a parent empowerment workshop series designed to improve parents' understanding of the education system so they can become informed advocates for their children's education. In 2016, Parent College will serve over 500 parents in Magnolia Schools in six communities in Reseda, Northridge, Van Nuys, Culver City, Bell, and Santa Ana. We will work diligently to create a Parent College experience that responds to the specific community's needs.

Part of the Partnership's mission as an organization is to scale success to benefit all students in Los Angeles and the surrounding areas. The Parent College curriculum includes an academic and an advocacy component with workshops ranging from family literacy to college/career planning, and from navigating the system to address a child's exceptional needs to advocating at a more system-wide level for the needs of an entire community. Through six monthly academic and empowerment workshops, Parent College helps parents better understand their rights, roles, and responsibilities and become leaders in their community, culminating in a graduation that officially recognizes the significant commitment that these parent participants have made over the course of a school year. The Partnership's Parent College team has extensive experience not only in delivering this curriculum, but also in modifying and tailoring lessons each year to meet the needs of our specific communities and to respond to feedback from parents. The Partnership is committed to Parent College as a responsive element of community's parent engagement strategy.



MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683

P: (714) 892-5066 F: (714) 362-9588

Budget Implications

Magnolia shall pay THE PARTNERSHIP forty-nine thousand five hundred twenty-five dollars (\$49,525) in three (3) equal installments of sixteen thousand five hundred eight dollars (\$16,508) due on January 2, 2017, March 1, 2017, and May 1, 2017 for the Services performed by THE PARTNERSHIP outlined in Exhibit A.

Name of Staff Originator:

Alfredo Rubalcava, Chief External Officer

Attachments

Magnolia Parent College proposal
Exhibit A Magnolia proposal
Parent College Curriculum

PARTNERSHIP FOR LOS ANGELES SCHOOLS SERVICES AGREEMENT

This Agreement ("Agreement") is made effective as of November 1, 2015 by and between **The Partnership for Los Angeles Schools** at 1541 Wilshire Blvd. Suite 200, Los Angeles, CA 90017, and **Magnolia Public Schools** at 13950 Milton Ave Suite 200 Westminster, CA 92683.

In this Agreement, the party who is contracting to receive services shall be referred to as "CLIENT ORGANIZATION" and the party who will be providing the services shall be referred to as "THE PARTNERSHIP".

Therefore, the parties agree as follows:

1. DESCRIPTION OF SERVICES. THE PARTNERSHIP is a non-profit education management organization created to transform schools and revolutionize school systems to empower all students with a high-quality education. In furtherance of this mission, the Partnership provides consulting services centered around family and community engagement programming, which include family and community engagement workshops and professional development of school leaders ("family and community engagement services"). THE PARTNERSHIP has obtained all the necessary technical staff and equipment, and is experienced in the provision of family and community engagement services. CLIENT ORGANIZATION desires to utilize THE PARTNERSHIP as an independent contractor under the management and control of THE PARTNERSHIP's Director of Family and Community Engagement, and subject to the terms and conditions set forth in this Agreement for the purpose of providing family and community organization services to CLIENT ORGANIZATION. THE PARTNERSHIP agrees to provide the services attached hereto as Exhibit A, including a family and community engagement consultant to: (a) provide two (2) six-hour days of training for a Parent College Site Coordinator to design and implement a Parent College Program for CLIENT ORGANIZATION; (b) provide three (3) six-hour days of training for up to 11 (eleven) Parent College Teachers for CLIENT ORGANIZATION's Parent College program; (c) provide six (6) consultation sessions (up to six hours each) with Parent College Site Coordinator for CLIENT ORGANIZATION's Parent College program, (d) provide four sessions of professional development for school leaders from CLIENT ORGANIZATION's participating schools, (e) provide access to Parent College curriculum; and (f) provide templates for fliers and other marketing materials for CLIENT ORGANIZATION's Parent College program, (g) utilization of THE PARTNERSHIP's call center to conduct outreach on behalf of CLIENT ORGANIZATION to publicize parent college program and invite parents.

2. OBLIGATIONS OF CLIENT ORGANIZATION

a. CLIENT ORGANIZATION shall provide a Parent College Site Coordinator who is a school-site or district administrator in CLIENT ORGANIZATION and can serve as liaison for THE PARTNERSHIP's family and community engagement consultant.

b. CLIENT ORGANIZATION shall be solely responsible for assuring and monitoring the proper implementation of CLIENT ORGANIZATION's Parent College program.

3. PAYMENT. In consideration of Services, CLIENT ORGANIZATION shall pay THE PARTNERSHIP forty-nine thousand five hundred twenty-five dollars (\$49,525) in three (3) equal installments of sixteen thousand five hundred eight dollars (\$16,508) due on January 2, 2017, March 1, 2017, and May 1, 2017 for the Services performed by THE PARTNERSHIP outlined in Exhibit A. An invoice will be submitted to CLIENT ORGANIZATION three weeks in advance of each due date.

4. EXPENSES. CLIENT ORGANIZATION shall reimburse THE PARTNERSHIP for all reasonable out-of-pocket expenses incurred in response to a request by CLIENT ORGANIZATION for THE PARTNERSHIP. Reimbursement shall be made directly to THE PARTNERSHIP within 30 days of receipt, review and approval by CLIENT ORGANIZATION of a request from THE PARTNERSHIP for reimbursement, which request shall include receipts.

5. ADDITIONAL PAYMENTS. Any request by THE PARTNERSHIP for additional payment as reimbursement for pass-through costs, above and beyond payment for Services and the out-of-pocket expenses, shall be considered by CLIENT ORGANIZATION upon presentation to CLIENT ORGANIZATION of a purchase order, including an itemized list describing the requested reimbursable costs to be incurred by THE PARTNERSHIP in relation to this Agreement.

6. RECORD RETENTION. THE PARTNERSHIP shall maintain true and correct records for time spent fulfilling obligations under this Agreement and all transactions related thereto. THE PARTNERSHIP shall retain all such records for at least twelve (12) months after termination of this Agreement.

7. TERM/TERMINATION. This Agreement is for a term commencing August 2016 and ending June 30, 2017. Either party may also terminate this Agreement for any reason upon not less than 30 days prior written notice delivered to the other. In the event of termination by either party, all monies due will be payable as set forth herein.

8. RELATIONSHIP OF PARTIES. It is understood by the parties that THE PARTNERSHIP is an independent contractor with respect to CLIENT ORGANIZATION, and not an employee of CLIENT ORGANIZATION. CLIENT ORGANIZATION will not provide fringe benefits, including health insurance benefits, paid vacation, or any other employee benefit, for the benefit of THE PARTNERSHIP.

9. DISCLOSURE. THE PARTNERSHIP is required to disclose any outside activities or interests, including ownership or participation in the development of prior inventions, that conflict or may conflict with the best interests of CLIENT ORGANIZATION. Prompt disclosure is required under this paragraph if the activity or interest is related, directly or indirectly, to:

- any activity that THE PARTNERSHIP may be involved with on behalf of CLIENT ORGANIZATION

10. EMPLOYEES. THE PARTNERSHIP's employees or subcontractors, if any, who perform services for CLIENT ORGANIZATION under this Agreement shall also be bound by the provisions of this Agreement. At the request of CLIENT ORGANIZATION, THE PARTNERSHIP shall provide adequate evidence that such persons are THE PARTNERSHIP's employees or subcontractors.

11. ASSIGNMENT. THE PARTNERSHIP's obligations under this Agreement may not be assigned or transferred to any other person, firm, or corporation without the prior written consent of CLIENT ORGANIZATION.

12. INTELLECTUAL PROPERTY. The following provisions shall apply with respect to copyrightable works, trademarks, service marks, ideas, discoveries, inventions, applications for patents, and patents (collectively, "Intellectual Property"). THE PARTNERSHIP retains all current and future intellectual property rights related to The Partnership's Intellectual Property, including, without limitation, the logo, name, and curriculum for Parent College. CLIENT ORGANIZATION may not license, provide, or otherwise use any intellectual property provided or owned by THE PARTNERSHIP without the express written consent of THE PARTNERSHIP.

12.1 License Grant. Subject to the terms and conditions of this Agreement, THE PARTNERSHIP hereby grants to CLIENT ORGANIZATION during the term of the Agreement, a non-exclusive, non-transferable, non-sublicenseable license to use the trademark and logo for Parent College as set forth in Exhibit B, ("Mark") solely in connection with the Services set forth in Exhibit A.

12.2 Use of Mark. CLIENT ORGANIZATION shall comply strictly with the directions of THE PARTNERSHIP regarding the form and manner of the application of the Mark.

12.3 Quality Control. CLIENT ORGANIZATION acknowledges and is familiar with the high standards, quality, style and image of THE PARTNERSHIP, and CLIENT ORGANIZATION shall, at all times, conduct its business and use the Mark in a manner consistent with these standards, quality, style and image. CLIENT ORGANIZATION agrees that the Mark shall be displayed only in the manner provided by THE PARTNERSHIP. All use of the Mark should be consistent with the use set forth in Exhibit B, attached hereto.

13. CONFIDENTIALITY. CLIENT ORGANIZATION recognizes that THE PARTNERSHIP may have access to the following information:

- future plans
- business affairs
- process information
- technical information
- parent contact information

and other proprietary information (collectively, "Information") which are valuable, special and unique assets of CLIENT ORGANIZATION or confidential to third parties and need to be protected from improper disclosure. In consideration for the disclosure of the Information, THE PARTNERSHIP agrees that THE PARTNERSHIP will not at any time or in any manner, either directly or indirectly, use any Information for THE PARTNERSHIP's own benefit, or divulge, disclose, or communicate in any manner any Information to any third party without the prior written consent of CLIENT ORGANIZATION. THE PARTNERSHIP will protect the Information and treat it as strictly confidential. THE PARTNERSHIP agrees that THE PARTNERSHIP is bound by all policies and/or procedures related to confidentiality of student, personnel or other private, confidential or privileged information of PUC Schools.

14. CONFIDENTIALITY AFTER TERMINATION. The confidentiality provisions of this Agreement shall remain in full force and effect after the termination of this Agreement.

15. USE OF NAME. CLIENT ORGANIZATION grants THE PARTNERSHIP approval to disclose CLIENT ORGANIZATION in THE PARTNERSHIP's list of clients, including future proposals, website, and informational material.

16. INDEMNIFICATION. THE PARTNERSHIP agrees to indemnify and hold harmless CLIENT ORGANIZATION against any claims, actions or demands, including without limitation reasonable attorney and accounting fees, arising out of or relating to the breach of this Agreement or of the warranties contained in this Agreement. CLIENT ORGANIZATION shall provide prompt written notice to THE PARTNERSHIP of any such claim, suit or proceeding and shall assist THE PARTNERSHIP, at THE PARTNERSHIP's expense, in defending any such claim, suit or proceeding.

THE PARTNERSHIP agrees to indemnify and hold CLIENT ORGANIZATION and any officers, Board Members, or other employees thereof harmless against any and all claims, demands, damages, liabilities and costs incurred by CLIENT ORGANIZATION which directly or indirectly result from, or arise in connection with, any negligent act or omission of THE PARTNERSHIP, its agents, or employees, pertaining to its activities and obligations under this Agreement.

CLIENT ORGANIZATION shall indemnify and hold THE PARTNERSHIP and any officers, Board Members, or other employees thereof harmless against any and all claims, demands, damages, liabilities and costs which directly or indirectly result from, or arise in connection with, any negligent act or omission of CLIENT ORGANIZATION, its agents, or employees, pertaining to its activities and obligations under this Agreement.

17. INSURANCE. THE PARTNERSHIP shall obtain and maintain a broad form commercial general liability insurance policy providing for coverage of at least \$1,000,000.00 for each occurrence, and upon request shall provide CLIENT ORGANIZATION with proof of this insurance with evidence that CLIENT ORGANIZATION has been made an additional insured under the policy.

THE PARTNERSHIP shall also obtain and maintain a professional liability insurance policy for errors and/or omissions committed by THE PARTNERSHIP or THE PARTNERSHIP's employees providing for coverage of at least \$1,000,000.00 for each occurrence, and shall provide CLIENT ORGANIZATION with proof of this insurance upon request.

18. RETURN OF RECORDS. Upon termination of this Agreement, THE PARTNERSHIP shall deliver all records, notes, data, memoranda, models, and equipment of any nature that are in THE PARTNERSHIP's possession or under THE PARTNERSHIP's control and that are CLIENT ORGANIZATION' property or relate to CLIENT ORGANIZATION' business.

19. NOTICES. All notices required or permitted under this Agreement shall be in writing and shall be deemed delivered when delivered in person or deposited in the United States mail, postage prepaid, addressed as follows:

IF for CLIENT ORGANIZATION:

Name: _____
Title: _____
Address: _____
City, State, Zip: _____

IF for THE PARTNERSHIP:

THE PARTNERSHIP FOR LOS ANGELES SCHOOLS
Mikelle Willis
Chief Strategy & Operating Officer
1541 Wilshire Blvd., Ste. 200
Los Angeles, CA 90017

Such address may be changed from time to time by either party by providing written notice to the other in the manner set forth above.

20. DISPUTE RESOLUTION. Any controversy or claim, whether based on contract, tort, strict liability, fraud, misrepresentation, or any other legal theory, arising out of either party's performance of this Agreement ("Dispute") shall be resolved solely in accordance with the terms of this Section 20.

Resolution Sequence. If the Dispute cannot be settled by good faith negotiation between the Chief Executive Officers (or equivalent position) of the parties – which must take place within thirty days of receipt by one party of a claim of a Dispute – THE PARTNERSHIP and CLIENT ORGANIZATION will submit the Dispute to non-binding mediation in Los Angeles. If complete agreement cannot be reached within thirty days of submission to mediation, any remaining issues will be resolved by binding arbitration in accordance with Sections (c) and (d)

below. The Federal Arbitration Act, 9 U.S.C. Sections 1 to 15, not state law, will govern the arbitrability of all disputes.

Arbitrator. A single Arbitrator who is a retired judge and knowledgeable in commercial matters will conduct the arbitration. The Arbitrator's decision and award will be final, must be made in writing with findings of fact and conclusions of law, will be binding and may be entered in any court with jurisdiction. The Arbitrator will not have authority to make errors of law or legal reasoning, nor to modify or expand any of the provisions of this Agreement. The Arbitrator will not have the authority to award damages not permitted by this Agreement.

Rules and Expenses. Any mediation or arbitration commenced pursuant to this Agreement will be conducted under the then current rules of the alternate dispute resolution ("ADR") firm in the site selected by the parties. If the parties are unable to agree on an ADR firm, the parties will conduct the mediation and, if necessary, the arbitration, under the then current rules and supervision of the American Arbitration Association. THE PARTNERSHIP and CLIENT ORGANIZATION will each bear its own attorneys' fees associated with the mediation and, if necessary, the arbitration. THE PARTNERSHIP and CLIENT ORGANIZATION will pay all other costs and expenses of the mediation/arbitration as the rules of the selected ADR firm provide.

Limitation on Actions. Any dispute CLIENT ORGANIZATION may have against THE PARTNERSHIP with respect to this Agreement must be brought within two years after the cause of action arises.

21. ENTIRE AGREEMENT. This Agreement contains the entire agreement of the parties and there are no other promises or conditions in any other agreement whether oral or written. This Agreement supersedes any prior written or oral agreements between the parties.

22. AMENDMENT. This Agreement may be modified or amended if the amendment is made in writing and is signed by both parties.

23. SEVERABILITY. If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

24. WAIVER OF CONTRACTUAL RIGHT. The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

25. APPLICABLE LAW. This Agreement shall be governed by the laws of the State of California.

ACKNOWLEDGED, ACCEPTED AND AGREED TO BY:

Party receiving Services:

CLIENT ORGANIZATION

By: _____ Date: _____
Alfredo Rubalcava,
Chief External Officer

Party providing Services:

THE PARTNERSHIP

By: _____ Date: _____
Mikelle Willis,
Chief Strategy and Operations Office



Exhibit A: Services

All services are intended to build capacity in Magnolia Public Schools to develop a sustained program that can be operated without support from Partnership staff after the fourth year of consulting.



Partnership for
Los Angeles Schools

Year	Total Investment	Training and Consulting Services			Curriculum		Licensing and Marketing	
		Consulting Services *	Site Coordinator Training**	Teacher Training***	Curriculum Fee	Site-Specific Parent College “Collateral”	Licensing Fee	Call Center
Year 1		\$14,175 (6 days) 3 hubs = 6 days (each) 3 hubs = 3 days (each)	\$4,000 (2 days)* All coordinators must agree to meet at 1 location	\$6,000 (2 days)*All teachers must agree to meet at 1 location	\$10,000	\$5,000	No Charge	\$10,350
Total	\$49,525	\$14,175	\$4,000	\$6,000	\$10,000	\$5,000	No Charge	10,350

Amounts above reflect the following base assumptions:

- Consulting Services, held side-by-side, are intended for partner’s site coordinators, but may include school administrators with direct reporting authority, and/or district FACE personnel. To retain the integrity of the training and allow for differentiated support, the Partnership may limit the number of personnel receiving Consulting Services.
- Site Coordinator Training assumes one Site Coordinator per partner site and one Substitute Site Coordinator.
- Teacher Training assumes one Teacher per projected 40 Parent College participants, up to 11 Teachers per partner site.

Additional days of Training and Consulting Services may be provided at the following rates:

- Consulting Services: \$525/day for Year 1, \$600/day for Years 2 and 3, and \$900/day for subsequent years
- Site Coordinator Training: \$2,000/day, \$1,600/day for subsequent years
- Teacher Training: \$3,000/day for Year 1, 2,000/day for Year 2, \$1,600/day for subsequent years

2015-16 Parent College Foundational Curriculum



Month	Workshop Topics
September 2015	Academic – Common Core • Introduction to the new Common Core Standards mandated by State of CA Empowerment – My Vision for My Child • Setting goals for high expectations of students and schools
October 2015	Academic – What is Reading • Strategies to increase literacy proficiency Empowerment – Diverse Learners • Understanding different learning modalities (i.e. special education, English language learners, gifted & talented)
November 2015	Academic – Understanding Reading Levels • Information about how student reading levels are determined and about the importance of reading at home Empowerment –4 systems of Higher Education • Understanding the systems of higher education (CC, Cal, UC, Private)
January 2016	Empowerment – Financial Aid 101 (2 hour workshop) • Explanation of financial aid opportunities and process, and AB540 (immigrant residency) COMMUNITY RESOURCE FAIR
February 2016 (University Trip)	Homeroom – Guest Speaker/College Life: A Student’s Perspective Tour of the Campus
March 2016	Academic – Computer Programs to Access from Home • Introduction to the blended learning technology software used to accelerate student proficiency and how to encourage students to use them at home (ex. Khan Academy) Empowerment – College Access • Understanding the academic requirements to be eligible for college (A-G requirements)
April 2016	Academic – Understanding Your Child’s Academic Progress • Explanation of progress reports, statewide testing (Smarter Balanced) PARENT COLLEGE GRADUATION

PARTNERSHIP FOR LOS ANGELES SCHOOLS SERVICES AGREEMENT

This Agreement ("Agreement") is made effective as of August 1, 2016 by and between **The Partnership for Los Angeles Schools** at 1541 Wilshire Blvd. Suite 200, Los Angeles, CA 90017, and **Magnolia Public Schools** at 250 E. 1st St, Suite 1500 Los Angeles, CA 90012.

In this Agreement, the party who is contracting to receive services shall be referred to as "CLIENT ORGANIZATION" and the party who will be providing the services shall be referred to as "THE PARTNERSHIP".

Therefore, the parties agree as follows:

1. DESCRIPTION OF SERVICES. THE PARTNERSHIP is a non-profit education management organization created to transform schools and revolutionize school systems to empower all students with a high-quality education. In furtherance of this mission, the Partnership provides consulting services centered around family and community engagement programming, which include family and community engagement workshops and professional development of school leaders ("family and community engagement services"). THE PARTNERSHIP has obtained all the necessary technical staff and equipment, and is experienced in the provision of family and community engagement services. CLIENT ORGANIZATION desires to utilize THE PARTNERSHIP as an independent contractor under the management and control of THE PARTNERSHIP's Director of Family and Community Engagement, and subject to the terms and conditions set forth in this Agreement for the purpose of providing family and community organization services to CLIENT ORGANIZATION. THE PARTNERSHIP agrees to provide the services attached hereto as Exhibit A, including a family and community engagement consultant to: (a) provide two (2) six-hour days of training for a Parent College Site Coordinator to design and implement a Parent College Program for CLIENT ORGANIZATION; (b) provide three (3) six-hour days of training for up to 11 (eleven) Parent College Teachers for CLIENT ORGANIZATION's Parent College program; (c) provide six (6) consultation sessions (up to six hours each) with Parent College Site Coordinator for CLIENT ORGANIZATION's Parent College program, (d) provide four sessions of professional development for school leaders from CLIENT ORGANIZATION's participating schools, (e) provide access to Parent College curriculum; and (f) provide templates for fliers and other marketing materials for CLIENT ORGANIZATION's Parent College program, (g) utilization of THE PARTNERSHIP's call center to conduct outreach on behalf of CLIENT ORGANIZATION to publicize parent college program and invite parents.

2. OBLIGATIONS OF CLIENT ORGANIZATION

a. CLIENT ORGANIZATION shall provide a Parent College Site Coordinator who is a school-site or district administrator in CLIENT ORGANIZATION and can serve as liaison for THE PARTNERSHIP's family and community engagement consultant.

b. CLIENT ORGANIZATION shall be solely responsible for assuring and monitoring the proper implementation of CLIENT ORGANIZATION's Parent College program.

3. PAYMENT. In consideration of Services, CLIENT ORGANIZATION shall pay THE PARTNERSHIP forty-nine thousand five hundred twenty-five dollars (\$49,525) in three (3) equal installments of sixteen thousand five hundred eight dollars (\$16,508) due on January 2, 2017, March 1, 2017, and May 1, 2017 for the Services performed by THE PARTNERSHIP outlined in Exhibit A. An invoice will be submitted to CLIENT ORGANIZATION three weeks in advance of each due date.

4. EXPENSES. CLIENT ORGANIZATION shall reimburse THE PARTNERSHIP for all reasonable out-of-pocket expenses incurred in response to a request by CLIENT ORGANIZATION for THE PARTNERSHIP. Reimbursement shall be made directly to THE PARTNERSHIP within 30 days of receipt, review and approval by CLIENT ORGANIZATION of a request from THE PARTNERSHIP for reimbursement, which request shall include receipts.

5. ADDITIONAL PAYMENTS. Any request by THE PARTNERSHIP for additional payment as reimbursement for pass-through costs, above and beyond payment for Services and the out-of-pocket expenses, shall be considered by CLIENT ORGANIZATION upon presentation to CLIENT ORGANIZATION of a purchase order, including an itemized list describing the requested reimbursable costs to be incurred by THE PARTNERSHIP in relation to this Agreement.

6. RECORD RETENTION. THE PARTNERSHIP shall maintain true and correct records for time spent fulfilling obligations under this Agreement and all transactions related thereto. THE PARTNERSHIP shall retain all such records for at least twelve (12) months after termination of this Agreement.

7. TERM/TERMINATION. This Agreement is for a term commencing August 2016 and ending June 30, 2017. Either party may also terminate this Agreement for any reason upon not less than 30 days prior written notice delivered to the other. In the event of termination by either party, all monies due will be payable as set forth herein.

8. RELATIONSHIP OF PARTIES. It is understood by the parties that THE PARTNERSHIP is an independent contractor with respect to CLIENT ORGANIZATION, and not an employee of CLIENT ORGANIZATION. CLIENT ORGANIZATION will not provide fringe benefits, including health insurance benefits, paid vacation, or any other employee benefit, for the benefit of THE PARTNERSHIP.

9. DISCLOSURE. THE PARTNERSHIP is required to disclose any outside activities or interests, including ownership or participation in the development of prior inventions, that conflict or may conflict with the best interests of CLIENT ORGANIZATION. Prompt disclosure is required under this paragraph if the activity or interest is related, directly or indirectly, to:

- any activity that THE PARTNERSHIP may be involved with on behalf of CLIENT ORGANIZATION

10. EMPLOYEES. THE PARTNERSHIP's employees or subcontractors, if any, who perform services for CLIENT ORGANIZATION under this Agreement shall also be bound by the provisions of this Agreement. At the request of CLIENT ORGANIZATION, THE PARTNERSHIP shall provide adequate evidence that such persons are THE PARTNERSHIP's employees or subcontractors.

11. ASSIGNMENT. THE PARTNERSHIP's obligations under this Agreement may not be assigned or transferred to any other person, firm, or corporation without the prior written consent of CLIENT ORGANIZATION.

12. INTELLECTUAL PROPERTY. The following provisions shall apply with respect to copyrightable works, trademarks, service marks, ideas, discoveries, inventions, applications for patents, and patents (collectively, "Intellectual Property"). THE PARTNERSHIP retains all current and future intellectual property rights related to The Partnership's Intellectual Property, including, without limitation, the logo, name, and curriculum for Parent College. CLIENT ORGANIZATION may not license, provide, or otherwise use any intellectual property provided or owned by THE PARTNERSHIP without the express written consent of THE PARTNERSHIP.

12.1 License Grant. Subject to the terms and conditions of this Agreement, THE PARTNERSHIP hereby grants to CLIENT ORGANIZATION during the term of the Agreement, a non-exclusive, non-transferable, non-sublicenseable license to use the trademark and logo for Parent College as set forth in Exhibit B, ("Mark") solely in connection with the Services set forth in Exhibit A.

12.2 Use of Mark. CLIENT ORGANIZATION shall comply strictly with the directions of THE PARTNERSHIP regarding the form and manner of the application of the Mark.

12.3 Quality Control. CLIENT ORGANIZATION acknowledges and is familiar with the high standards, quality, style and image of THE PARTNERSHIP, and CLIENT ORGANIZATION shall, at all times, conduct its business and use the Mark in a manner consistent with these standards, quality, style and image. CLIENT ORGANIZATION agrees that the Mark shall be displayed only in the manner provided by THE PARTNERSHIP. All use of the Mark should be consistent with the use set forth in Exhibit B, attached hereto.

13. CONFIDENTIALITY. CLIENT ORGANIZATION recognizes that THE PARTNERSHIP may have access to the following information:

- future plans
- business affairs
- process information
- technical information
- parent contact information

and other proprietary information (collectively, "Information") which are valuable, special and unique assets of CLIENT ORGANIZATION or confidential to third parties and need to be protected from improper disclosure. In consideration for the disclosure of the Information, THE PARTNERSHIP agrees that THE PARTNERSHIP will not at any time or in any manner, either directly or indirectly, use any Information for THE PARTNERSHIP's own benefit, or divulge, disclose, or communicate in any manner any Information to any third party without the prior written consent of CLIENT ORGANIZATION. THE PARTNERSHIP will protect the Information and treat it as strictly confidential. THE PARTNERSHIP agrees that THE PARTNERSHIP is bound by all policies and/or procedures related to confidentiality of student, personnel or other private, confidential or privileged information of Magnolia Public Schools.

14. CONFIDENTIALITY AFTER TERMINATION. The confidentiality provisions of this Agreement shall remain in full force and effect after the termination of this Agreement.

15. USE OF NAME. CLIENT ORGANIZATION grants THE PARTNERSHIP approval to disclose CLIENT ORGANIZATION in THE PARTNERSHIP's list of clients, including future proposals, website, and informational material.

16. INDEMNIFICATION. THE PARTNERSHIP agrees to indemnify and hold harmless CLIENT ORGANIZATION against any claims, actions or demands, including without limitation reasonable attorney and accounting fees, arising out of or relating to the breach of this Agreement or of the warranties contained in this Agreement. CLIENT ORGANIZATION shall provide prompt written notice to THE PARTNERSHIP of any such claim, suit or proceeding and shall assist THE PARTNERSHIP, at THE PARTNERSHIP's expense, in defending any such claim, suit or proceeding.

THE PARTNERSHIP agrees to indemnify and hold CLIENT ORGANIZATION and any officers, Board Members, or other employees thereof harmless against any and all claims, demands, damages, liabilities and costs incurred by CLIENT ORGANIZATION which directly or indirectly result from, or arise in connection with, any negligent act or omission of THE PARTNERSHIP, its agents, or employees, pertaining to its activities and obligations under this Agreement.

CLIENT ORGANIZATION shall indemnify and hold THE PARTNERSHIP and any officers, Board Members, or other employees thereof harmless against any and all claims, demands, damages, liabilities and costs which directly or indirectly result from, or arise in connection with, any negligent act or omission of CLIENT ORGANIZATION, its agents, or employees, pertaining to its activities and obligations under this Agreement.

17. INSURANCE. THE PARTNERSHIP shall obtain and maintain a broad form commercial general liability insurance policy providing for coverage of at least \$1,000,000.00 for each occurrence, and upon request shall provide CLIENT ORGANIZATION with proof of this insurance with evidence that CLIENT ORGANIZATION has been made an additional insured under the policy.

THE PARTNERSHIP shall also obtain and maintain a professional liability insurance policy for errors and/or omissions committed by THE PARTNERSHIP or THE PARTNERSHIP's employees providing for coverage of at least \$1,000,000.00 for each occurrence, and shall provide CLIENT ORGANIZATION with proof of this insurance upon request.

18. RETURN OF RECORDS. Upon termination of this Agreement, THE PARTNERSHIP shall deliver all records, notes, data, memoranda, models, and equipment of any nature that are in THE PARTNERSHIP's possession or under THE PARTNERSHIP's control and that are CLIENT ORGANIZATION' property or relate to CLIENT ORGANIZATION' business.

19. NOTICES. All notices required or permitted under this Agreement shall be in writing and shall be deemed delivered when delivered in person or deposited in the United States mail, postage prepaid, addressed as follows:

IF for CLIENT ORGANIZATION:

Name: _____
Title: _____
Address: _____
City, State, Zip: _____

IF for THE PARTNERSHIP:

THE PARTNERSHIP FOR LOS ANGELES SCHOOLS
Mikelle Willis
Chief Strategy & Operating Officer
1541 Wilshire Blvd., Ste. 200
Los Angeles, CA 90017

Such address may be changed from time to time by either party by providing written notice to the other in the manner set forth above.

20. DISPUTE RESOLUTION. Any controversy or claim, whether based on contract, tort, strict liability, fraud, misrepresentation, or any other legal theory, arising out of either party's performance of this Agreement ("Dispute") shall be resolved solely in accordance with the terms of this Section 20.

Resolution Sequence. If the Dispute cannot be settled by good faith negotiation between the Chief Executive Officers (or equivalent position) of the parties – which must take place within thirty days of receipt by one party of a claim of a Dispute – THE PARTNERSHIP and CLIENT ORGANIZATION will submit the Dispute to non-binding mediation in Los Angeles. If complete agreement cannot be reached within thirty days of submission to mediation, any remaining issues will be resolved by binding arbitration in accordance with Sections (c) and (d)

below. The Federal Arbitration Act, 9 U.S.C. Sections 1 to 15, not state law, will govern the arbitrability of all disputes.

Arbitrator. A single Arbitrator who is a retired judge and knowledgeable in commercial matters will conduct the arbitration. The Arbitrator's decision and award will be final, must be made in writing with findings of fact and conclusions of law, will be binding and may be entered in any court with jurisdiction. The Arbitrator will not have authority to make errors of law or legal reasoning, nor to modify or expand any of the provisions of this Agreement. The Arbitrator will not have the authority to award damages not permitted by this Agreement.

Rules and Expenses. Any mediation or arbitration commenced pursuant to this Agreement will be conducted under the then current rules of the alternate dispute resolution ("ADR") firm in the site selected by the parties. If the parties are unable to agree on an ADR firm, the parties will conduct the mediation and, if necessary, the arbitration, under the then current rules and supervision of the American Arbitration Association. THE PARTNERSHIP and CLIENT ORGANIZATION will each bear its own attorneys' fees associated with the mediation and, if necessary, the arbitration. THE PARTNERSHIP and CLIENT ORGANIZATION will pay all other costs and expenses of the mediation/arbitration as the rules of the selected ADR firm provide.

Limitation on Actions. Any dispute CLIENT ORGANIZATION may have against THE PARTNERSHIP with respect to this Agreement must be brought within two years after the cause of action arises.

21. ENTIRE AGREEMENT. This Agreement contains the entire agreement of the parties and there are no other promises or conditions in any other agreement whether oral or written. This Agreement supersedes any prior written or oral agreements between the parties.

22. AMENDMENT. This Agreement may be modified or amended if the amendment is made in writing and is signed by both parties.

23. SEVERABILITY. If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

24. WAIVER OF CONTRACTUAL RIGHT. The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

25. APPLICABLE LAW. This Agreement shall be governed by the laws of the State of California.

ACKNOWLEDGED, ACCEPTED AND AGREED TO BY:

Party receiving Services:

CLIENT ORGANIZATION

By:_____Date:_____
Alfredo Rubalcava,
Chief External Officer

Party providing Services:

THE PARTNERSHIP

By:_____Date:_____
Mikelle Willis,
Chief Strategy and Operations Office



Exhibit A: Services

All services are intended to build capacity in Magnolia Public Schools to develop a sustained program that can be operated without support from Partnership staff after the fourth year of consulting.



Partnership for
Los Angeles Schools

Year	Total Investment	Training and Consulting Services			Curriculum		Licensing and Marketing	
		Consulting Services *	Site Coordinator Training**	Teacher Training***	Curriculum Fee	Site-Specific Parent College “Collateral”	Licensing Fee	Call Center
Year 1		\$14,175 (6 days) 3 hubs = 6 days (each) 2 hubs = 4 days (each)	\$4,000 (2 days)* All coordinators must agree to meet at 1 location	\$6,000 (2 days)*All teachers must agree to meet at 1 location	\$10,000	\$5,000	No Charge	\$10,350
Total	\$49,525	\$14,175	\$4,000	\$6,000	\$10,000	\$5,000	No Charge	10,350

Amounts above reflect the following base assumptions:

- Consulting Services, held side-by-side, are intended for partner’s site coordinators, but may include school administrators with direct reporting authority, and/or district FACE personnel. To retain the integrity of the training and allow for differentiated support, the Partnership may limit the number of personnel receiving Consulting Services.
- Site Coordinator Training assumes one Site Coordinator per partner site and one Substitute Site Coordinator.
- Teacher Training assumes one Teacher per projected 40 Parent College participants, up to 11 Teachers per partner site.

Additional days of Training and Consulting Services may be provided at the following rates:

- Consulting Services: \$525/day for Year 1, \$600/day for Years 2 and 3, and \$900/day for subsequent years
- Site Coordinator Training: \$2,000/day, \$1,600/day for subsequent years
- Teacher Training: \$3,000/day for Year 1, 2,000/day for Year 2, \$1,600/day for subsequent years



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II H
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kelly Hourigan, Chief Operations Officer
RE:	Conflict of Interest Code

Proposed Board Recommendation

I move that the board approve the attached MERF Fair Political Practices Commission (FPPC) compliant proposed conflict of interest code.

Background

Currently our authorizers request 700 forms, the primary purpose of obtaining conflict of interest code approval from the FPPC is to establish clear, uniform Form 700 reporting requirements in accordance with the California law.

Pursuant to Title 2 of the California Code of Regulations, section 18750.1.

MPS must complete the following steps in order to obtain FPPC approval of its conflict of interest code:

- 1) The Board of MPS should approve of an FPPC-compliant proposed conflict of interest code.
- 2) MPS must either conduct a public hearing or establish a written comment period relating to the conflict of interest code. Typically, most schools establish a written comment period.
- 3) MPS must prepare a Notice of Intention to Adopt a Conflict of Interest Code.
- 4) MPS must prepare a written explanation of the reasons for designation and disclosure responsibilities which is referred to in the Notice of Intention to Adopt a Conflict of Interest Code.
- 5) Forty-five (45) days before the close of the written comment period, the following must be done:
 - (a) A copy of the Notice of Intention to Adopt a Conflict of Interest Code and the proposed Conflict of Interest Code should be sent to the FPPC;
 - (b) A copy of the Notice of Intention to Adopt a Conflict of Interest Code must be provided to each person listed in Exhibit "A" of the conflict of interest code (e.g. Directors, Officers [President, Secretary, Treasurer, Chairman of the Board], Executive Director, any consultants, etc.) and the public at least 45 days prior to the close of the written comment period. These individuals may be served individually with a copy of the Notice or the Notice can be posted on an employee bulletin board or published in an employee newsletter. Publication in a newspaper of general circulation can be utilized to provide notice to the public.



MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683

P: (714) 892-5066 F: (714) 362-9588

6) After the expiration of the 45 day comment period three copies of the proposed conflict of interest code should be sent to the FPPC with the following:

- (a) A Declaration of the Chief Executive Officer of MPS;
- (b) A summary of any public hearing held by MPS (If requested by an interested person);
- (c) Copies of any written submission made to MPS regarding the proposed Code (unless the person making the submission requests its omission);
- (d) A written explanation of the reasons for the designations and the disclosure responsibilities of officers, employees, members or consultants of the agency;
- (e) The names and addresses of all persons who participated in the public hearing of MPS (if a hearing was held) regarding the proposed Code and all persons who requested notice from MPS of the date of the FPPC hearing on the adoption of the Code;
- (f) The most current organizational chart of MPS;
- (g) Job descriptions for all individuals designated in Exhibit "A" of the proposed conflict of interest code;
- (h) A copy of the MPS charters;
- (i) Minutes from the last three Board meetings; and
- (j) A brief description of the duties and the terms of all consultants working for MPS (if any).

Budget Implications:

There are no budget implications.

Name of Staff Originator:

Kelly Hourigan, Chief Operations Officer

Attachments:

MERF Conflict of Interest Code

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for the **Magnolia Educational & Research Foundation. (MERF)**

Individuals holding designated positions shall file statements of economic interests with the **MERF**, which will make the statements available for public inspection and reproduction. (Government Code § 81008) All statements will be retained by **MERF**.

APPENDIX A
DESIGNATED POSITIONS

<u>Designated Positions</u>	<u>Disclosure Category</u>
Members of the Governing Board	1, 2
Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary)	1, 2
Chief External Officer	1, 2
Regional Director – South	1, 2
Regional Director – North	1, 2
Chief Operations Officer	1, 2
Chief Academic Officer	1, 2
Chief of Human Resources/Director of Human Resources	1, 2
Directors of New School Development	1, 2
Director of Accountability	1, 2
Director of Partnerships	1, 2
Director of Information Technology/IT Director	1, 2
Principals	1, 3
Business Managers/Senior Financial Analysts	1, 3
Manager of Capital Projects and Facilities	1, 3
IT Manager	3
Office Managers	3
Contract Compliance Manager	3
Accounts Payable – Vendor Relations	3
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The CEO/President or designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The CEO/President or designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Government Code § 81008)

APPENDIX B

DISCLOSURE CATEGORIES

Category 1

Designated positions assigned to this category must report:

- a. Interests in real property located in whole or in part within two (2) miles of any facility utilized by MERF's charter school, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- b. Investments and business positions in business entities, or sources of income (including gifts, loans, and travel payments) that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by MERF.

Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department. For the purpose of this category a Principal's department is his/her entire school.



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II I
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Victoria Marzouk, Director of Special Programs
RE:	Gifted and Talented Program

Proposed Board Recommendation

I move that the board approve the Gifted and Talented assessment and instructional program

Background

MPS's advanced academic programming serves students in grades K-12 and offers highly challenging learning opportunities that adhere to our Core Values of Scholarship, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning.

Budget Implications

GATE program costs are accounted for in each of the schools budgets and include services such as student assessments and instructional materials.

Name of Staff Originator:

Victoria Marzouk. Director of Special Programs

Attachments

GATE Program Model

Magnolia Public Schools

Gifted and Talented Education

Overview

Magnolia Public Schools is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MPS GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MPS's advanced academic programming serves students in grades K-12 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning.

Program Design

MPS serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning.

Advanced Placement (AP)

Advanced Placement is a program created by the College Board, which offers college-level curriculum and examinations to high school students. The goal of AP classes is to expose students to the rigorous coursework they will face in college, to increase college readiness and to challenge students beyond traditional courses. Classes are often fast-paced, are broader in scope, and typically require independent research, writing, and analysis.

Course requirements are prepared by a committee of college faculty and veteran AP teachers who ensure that the content reflects college- and university-level expectations. These committees define the goals of the AP course, articulate what students should know, and skills they should have acquired upon completion. Colleges and universities are then able to grant placement and course credit to students who obtain passing scores on the examinations.

Honors- "Scholars" Classes

The Honors Program is intended to serve students who demonstrate high achievement, interest and/or ability in one or more academic areas. Students are provided the opportunity to collaborate with a team of teachers and peers of similar ability within a

rigorous, interdisciplinary learning environment. Curriculum and instruction are designed to extend and enrich student learning through best practices. Classes are intended to engage and challenge learners to investigate, use problem-based learning, and research. Lessons build on academic strengths, develop critical thinking skills, explore one's creativity, and prepare students for advanced coursework in high school, i.e. Advanced Placement courses, and college courses.

Cluster Groupings

In a cluster model, a group of three to ten students with similar abilities are grouped into small cohorts within the mixed-ability classroom. Teachers differentiate curriculum by making adjustments of content through depth, complexity, and pacing as appropriate to the needs of each learner.

Acceleration

Students are placed in grades or classes more advanced than that of their chronological age group.

Enrichment Activities

Enrichment activities are supplemental educational activities which are conducted either within or outside of the regular classroom setting. These activities are organized by a classroom teacher, coach, or tutor. Activities may include but are not limited to Academic Decathlon, Robotics, STEAM based competitions, Congressional Awards Programs, etc.

Independent Studies/Group Projects

Students will have the opportunity to study subjects based on interest with the support of our Community College partnerships and on-line learning platforms i.e. Fuel Ed/ APEX courses.

Program Implementation Phases

YEAR 1	YEAR 2	YEAR 3
Accelerated Math- Each school will include 1 accelerated math option so that capable students will be able to complete Algebra/Integrated Math I in 8th grade. Honors English- Each school will offer at least one	Schools will add additional Honors courses to their master schedules. Site coordinators will meet with students to pair them with extracurricular activities, clubs, and classes related to their interests and areas of strength. They will begin developing student	Schools will develop academies to attract student interest and to build on areas of strength.

middle/high school Honors English course to better prepare students for the rigor of High School English and AP courses. Students will be assessed in grades 3, 6, and 9 based on teacher observations, MAP scores, and parent/student requests.	portfolios to track growth and accomplishments.	
--	--	--

Program Design by Grade Level

Elementary School	Middle School	High School
Students will participate in enrichment activities based on areas of strength. Students will be clustered in advanced groups for reading and mathematics	Students will participate in honors courses and accelerated math as appropriate to their achievement levels. Students will meet with Gate coordinator or Dean of Academics to begin college and career planning Students will continue participation in enrichment activities	Students will take honors and AP courses Students can participate in the Congressional Awards Program. Students will take appropriate college level courses based on areas of strength and college planning guide. Students will continue participating in enrichment activities as well as possible work/community service programs.

Student Identification and Placement

MPS's identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research- based. MPS understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MPS includes teacher and/or administrator recommendations as well as work samples in its identification process.

In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

Data may include the following:

- School, class, and individual pupil records
- State and benchmark examinations
- Student portfolios or work products
- Interviews and questionnaires (teacher, parent, and others related school personnel)

Teachers, parents, and school administrators may submit referrals. Additionally, students at the middle and high school levels may refer themselves.

GATE teams, comprised of the GATE coordinator or Special Education Teacher, Academic Dean, and General Education teacher, review all pieces of data and then make a determination of eligibility.

Once students are identified, parents are made aware of the determination and are able to sign a "Permission to Participate" form. Once identified, the student will remain in the GATE program as long as they continue at any MPS school site. If the student chooses to leave MPS, GATE identification paperwork will remain in the student's cum file, however, participation in the GATE program will be left to the new school district.

Categories for Identification of GATE Students

The following categories are used for identification:

- A) **Intellectual Ability**- A student demonstrates exceptional intellectual development
- B) **Creative Ability**- A student is able to produce unique solutions to problems, think critically, perceives unusual relationships among aspects in their environment.
- C) **Specific Academic Ability**- A student functions at a high level in a specific area
- D) **Leadership Ability**- A student displays behaviors characteristic of strong leadership
- E) **High Academic Achievement**- A student consistently produces advanced work products, carries on intellectual discourse, and/or attain exceptionally high scores on achievement tests.
- F) **Visual and Performing Arts Talent**- A student creates, performs, produces, or responds at exceptionally high levels in the arts.

Determination of Eligibility

The final determination of eligibility for the GATE program rests with the administration of the individual school site in accordance with the procedures assumed by the MPS governing board. The school shall base decisions on evaluation of pertinent data by an expert in the gifted and talented field. Students referred to the GATE program will be assessed in grades 3, 6, and 9 or upon enrollment and parent request.

Assessment

Naglieri Non-Verbal Ability Test

Individual Test Setting

The Naglieri Non- Verbal Ability Test (NNAT) is an ability test to determine whether a child is gifted. This non-verbal test is comprised of diagrams and shapes that form patterns. Non-verbal tests are considered culturally fair or unbiased assessments as they can be taken by any student regardless of language acquisition, ethnic, or social background. The NNAT requires that the child rely on reasoning and problem solving to determine correct answers, not verbal skills.

The NNAT is considered a valid way to measure general ability for all children and addresses the problem of underrepresentation of minority children in GATE programs as it has been found to identify similar proportions of African American, Hispanic, and Caucasian gifted children.

The NNAT assesses the following areas:

- Pattern Completion
- Reasoning by analogy
- Serial Reasoning
- Spatial Visualization

A child is given 30 minutes to complete 39 multiple choice questions. Total test time is approximately 40 minutes.

Otis- Lennon School Ability Test (OLSAT)

Group Test Setting

The OLSAT is a multiple choice test that is comprised of both verbal and nonverbal questions. It's used to measure a child's critical thinking and reasoning skills.

Students will need to perform well in the following areas:

- Following directions
- Detect similarities and differences
- Recall of words and numbers
- Classification of items
- Establishing sequences
- Solving arithmetic problems
- Completing analogies

The OLSAT is administered at 7 levels depending on a child's age. The table below shows grades and corresponding tests:

Level	Grade
A	Pre- K and K
B	1 st Grade
C	2 nd Grade
D	3 rd Grade
E	4 th – 5 th Grade
F	6 th – 8 th Grade
G	9 th – 12 th Grade

Students will be given 60-80 minutes to complete a 40-70 questions test, depending on the OLSAT test level. Elementary aged children will take the test individually while middle/high school students will take the test in a group setting.

HOPE Teacher Rating Scale

The HOPE Teacher rating scale, created by Purdue University, is designed to aid schools in identifying gifted and talented students. Teachers complete the HOPE scale by responding to 11 items using a 6- point frequency response scale. The exam includes an Academic and Social scale in order to take in the multifaceted dimensions of giftedness. Items on each of these subscales were created to be culturally and socioeconomically neutral.

Assurance of Equity

In order to ensure equity and accurate identification of GATE students, there will be annualized random sample testing of at least 5% of students in grades 3, 6 & 9 across each Magnolia school site.

Professional Development

MPS provides many opportunities for teachers of GATE students to enhance their teaching practices. Teachers are encouraged to focus their instructional growth in the following areas:

- Differentiation
- Social- Emotional needs
- Blended Learning
- Identification
- Advanced curriculum and instruction

Parent and Community Involvement

Very often parents or other family members are the first to recognize that their child has some innate ability or is advancing more rapidly than their chronological age peers.

Characteristics of Giftedness Scale

Developed by Dr. Linda Silverman, Gifted Development Center at
<http://www.gifteddevelopment.com/>

Common characteristics of a gifted child include:

- | | |
|---|--|
| 1. Good problem solving/
reasoning abilities | 15. Wide range of interests |
| 2. Rapid learning ability | 16. Great sense of humor |
| 3. Extensive vocabulary | 17. Early or avid reading ability |
| 4. Excellent memory | 18. Concerned with justice,
fairness |
| 5. Long attention span | 19. At times, judgment seems
mature for age |
| 6. Personal sensitivity | 20. Keen powers of observation |
| 7. Compassion for others | 21. Vivid imagination |
| 8. Perfectionism | 22. High degree of creativity |
| 9. Intensity | 23. Tends to question authority |
| 10. Moral sensitivity | 24. Shows ability with numbers |
| 11. Unusual curiosity | 25. Good at jigsaw puzzles |
| 12. Perseverant when interested | |
| 13. High degree of energy | |
| 14. Preference for older
companions | |

If a parent recognizes these characteristics in their child, they may request an assessment.

Information to parents of gifted students is provided in a variety of ways:

- GATE Brochure
- Email
- At Parent Task Force Meetings
- MPS website or site specific websites

Additional resources can be found at the following organizations:

National Association for Gifted Children (NAGC)

California Association for the Gifted (CAG)

Supporting the Emotional Needs of the Gifted (SENG)

Council for Exceptional Children (CEC)

California Gifted Network

Magnolia Public Schools

GATE Program

Screening and Assessment Student Profile

Date Referred: _____ Date Screened: _____

NAME: _____ GRADE: _____ DOB: _____ Sex: ☐ Male ☐ Female
 First Middle Last

Parent/Guardian: _____ School: _____

Referred by [Name]: _____ ☐ Teacher/Administrator ☐ Parent ☐ Self
 Evaluation Team Decision: ☐ Eligible ☐ Ineligible ☐ Reassess

Intellectual Ability	Aptitude Tests		
	Naglieri Non-Verbal Ability Test		Otis Lennon School Ability Test
Academic Achievement	Achievement Tests		
	SBAC Scores		MAP Scores
	English/Language Arts Scaled Score _____ ☐ Level 4 ☐ Level 3 ☐ Level 2	Math Scaled Score _____ ☐ Level 4 ☐ Level 3 ☐ Level 2	Reading _____ Math _____
Gifted Behavioral	Behavioral Characteristics Rating Scales		
	Teacher Rating Scale ☐ Reading ☐ Mathematics ☐ Science Score _____ _____ _____		Teacher Rating Scale ☐ Motivation ☐ Creativity ☐ Leadership Score _____ _____ _____
Visual and Performing Arts	Visual and Performing Arts		
	Teacher Rating Scale ☐ Artistic ☐ Musical ☐ Dramatic Score _____ _____ _____		Student Work Samples ☐ Portfolio of Student Art ☐ Musical Performance Video/Tape ☐ Dramatic Arts Video/Tape ☐ Other _____
Other	Other Considerations/ Impact Factors		

	☐ Socio Economic ☐ English Language Learner ☐ Special Education ☐ Health	☐ Parent Information ☐ Peer Rating scales ☐ Portfolio of Student Work ☐ Other _____
Identification Categories	Identification Categories	
	☐ Intellectual ☐ High Achievement ☐ Specific Academic _____ ☐ Creative	☐ Leadership ☐ Visual Arts Talent ☐ Performing Arts Talent ☐ Other _____

***Please Note: Smarter Balanced Tests have not been validated for use to identify individual students for participation in a program. Identification of GATE students is determined through multiple criteria including: school, class, and individual pupil records; individual tests; group tests; interviews and questionnaires (teacher, parent, and others). The range of data should be broad enough to reveal gifts and talents across cultural, economic, and linguistic groups. (CCR, Title 5 Section 3823)**

Magnolia Public Schools
GATE Program
Parent Referral Form

School_____ Grade_____ Date_____

Student's Name_____ Sex M___ F___ Birth Date _____ Age_____

Parent (Guardian) Name _____ Phone_____

Referral Requested by: Mother ____ Father ____ Other ____

Administrator's Signature

What is your child's attitude towards school?

List 3 titles of books your child has read this past year:

What are any special interests, talents or hobbies your child
has?_____

How does your child spend his/her spare time?

What special lessons/classes, training, or learning opportunities has your child had beyond school?

What other information would you like us to know that would assist us in the identification process?

LEARNING CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS

The following learning characteristics are found to a large extent among students identified gifted and talented as compared with those who are not. While most students will demonstrate many of these characteristics, students who are gifted and talented will differ in the degree to which these characteristics are observed. Instructions: Circle the letter which best identifies the degree to which the characteristic is observed based on the following:

a) Consistently b) Frequently c) Occasionally d) Seldom e) Never or omit

1. Understands complicated concepts and relationships.	A B C D E
2. Possesses an unusual amount of information for his/her age within subject area(s).	A B C D E
3. Uses advanced vocabulary in appropriate ways for his/her age.	A B C D E
4. Is able to articulate ideas fluently.	A B C D E
5. Remembers facts accurately without special effort.	A B C D E
6. Combines ideas / materials in unique ways.	A B C D E
7. Probes beyond "how" and "what" to the "why" in his/her questioning.	A B C D E
8. Creates products of unusual character or quality.	A B C D E
9. Exhibits keen powers of observation.	A B C D E
10. Proficient in cause-effect relationships; ability to see relationships.	A B C D E
11. Develops structures and organizations. Invents original systems.	A B C D E
12. Retains learned information.	A B C D E
13. Expresses a dislike for drill and routine.	A B C D E
14. Is able to self evaluate through critical thinking.	A B C D E
15. High ability of concentration; capable of an intense kind of effort.	A B C D E
16. Demonstrates sensitivity.	A B C D E
17. Demonstrates a keen sense of humor; seeking to see humor in situations.	A B C D E
18. Demonstrates knowledge of abstract thought, can conceptualize, synthesize and problem-solves.	A B C D E

Magnolia Public Schools GATE Program

Parent Permission for Student Testing

Dear Parent/Guardian:

Your son/daughter has been recommended for testing for participation in the Gifted and Talented Education (GATE) program. Testing will take place at _____ at _____ a.m., on _____ (date). Testing will take approximately _____ minutes.

Student eligibility for the GATE program includes a variety information and data including results of ability, academic achievement, and content standards tests; teacher recommendations; parent information; and samples of student work.

Parents will be notified in writing about student eligibility for the GATE program and options for program placement. If you have any questions, please contact Victoria Marzouk, the MPS Director of Special Programs at (phone number) _____

To give permission for your child to be tested, please do the following: (1) sign the permission for testing form provided below and (2) return the form to your child's teacher.

Sincerely,

Victoria Marzouk

Director of Special Programs

Magnolia Public Schools GATE Program

Permission for GATE Testing

Child's Name	School
--------------	--------

- ☐ I give permission for my son/daughter to be tested for the GATE program.
- ☐ I do not want my son/daughter to be tested for the GATE program.

Parent/Guardian Signature

Magnolia Public Schools GATE Program

Parent Notification of Eligibility and Permission for Participation

Dear Parent/Guardian:

Your son/daughter has been identified for participation in the district's Gifted and Talented Education (GATE) program. GATE program services may include one or more of the following:

- ☐ Differentiated curriculum in the regular classroom provided by the classroom teacher.
- ☐ Cluster grouping with other GATE pupils for differentiated curriculum in the classroom.
- ☐ Part-time grouping of GATE pupils for advanced or enriched curriculum during the school day.
- ☐ Enrichment activities involving supplemental educational activities.
- ☐ Honors class designed for gifted and talented students.
- ☐ Acceleration in grades or classes that are more advanced.
- ☐ Independent study provided through special tutors, mentors, or special courses.
- ☐ Post secondary education conducted by a college.
- ☐ Other _____.

To give permission for your son/daughter to participate in the GATE program, please sign and return the form provided below to your school. If you have any questions, please contact your school administrator.

Sincerely,

Victoria Marzouk
Director of Special Programs

Magnolia Public Schools GATE Program

Permission for GATE Participation

Child's Name

School

- ☐ I give permission for my son/daughter to participate in the GATE program.
- ☐ I do not want my son/daughter to participate in the GATE program.

Parent/Guardian Signature



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II J
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kelly Hourigan, Chief Operations Officer
RE:	LAUSD COP Written Notice for MSA 1-8

Proposed Board Recommendation

I propose that the board approve that the CEO sign and submit the attached written notice to inform LAUSD that MSA 1-8 may consider leaving to another SELPA.

Background

MSA 1-8 are currently members of the LAUSD Charter Operated Program for Special Education. The district (LAUSD) and the option 3 members will be starting bargaining agreements to write the new MOU. MSA 1-8 wants to submit the attached letter that serves as written notice should we consider LEA membership in a new SELPA. It is the interpretation of the CDE that you must submit a "year and a day notice" to your current SELPA by June 30th of the year preceding the year you wish to join a new SELPA. This means that in order to join a new SELPA for the 2017-2018 school year you need to alert the CDE and LAUSD's SELPA by June 30, 2016.

Budget Implications:

There are no budget implications at this time.

Name of Staff Originator:

Kelly Hourigan, Chief Operations Officer

Attachments:

Written Notice Letter for MSA 1-8 for LAUSD Special Education SELPA membership



June 6, 2016

Beth Kauffman
SELPA Director
LAUSD SELPA
333 S. Beaudry Avenue
Los Angeles, CA 90017

Dear Dr. Kauffman,

We sincerely appreciate the collaboration and support that participation in the Charter Operated Program provides, and it is our hope that the partnership between LAUSD and the charter school community continues to thrive. We are writing to express our gratitude for the ongoing collaboration, as well as to communicate specific concerns regarding the future ability of charter schools to exercise autonomy in the area of special education

As you know, state law provides California charter schools with two options for special education. Charter schools may operate as schools of their authorizing school district ("schools of the district") and participate in the SELPA in which their authorizer is a member. Alternatively, charter schools may join a SELPA independently of their authorizer, in which case they are deemed to be an independent Local Educational Agency (LEA) for special education purposes. In 2010, the State Board of Education voted to allow charter schools to participate in a SELPA outside of their geographic area, thereby expanding the range of SELPA options available to charter schools

Please accept this letter as notification that 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 and Magnolia Science Academy 8 intend to explore their options for SELPA membership, and may exit the LAUSD SELPA effective July 1, 2017.

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 and Magnolia Science Academy 8 sincerely appreciates the collaboration and support that membership in the Charter Operated Program (COP) Division of the LAUSD SELPA currently allows charter schools in LAUSD and looks forward to ongoing engagement as the structure is explored.

If 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 and Magnolia Science Academy 8 finds that it is not in the best interest of its students to leave the LAUSD SELPA, it retains the right to rescind this notification and remain with the LAUSD SELPA for the 2017-2018 school year.

Please let me know if you require further information.

Sincerely,

Dr. Caprice Young
Chief Executive Officer and Superintendent
Magnolia Public Schools
213-628-3634

CC: Alexa Slater, California Department of Education at ASlater@cde.ca.gov
Gina Plate, California Charter Schools Association at GPlate@calcharters.org



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II K
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Frank Gonzalez, Chief Growth Officer
RE:	Approval of Orrick Reimbursement Finance Resolution

Proposed Board Recommendation

I move that the board approve the Reimbursement Finance Resolution.

Background

The Reimbursement Finance Resolution will allow Magnolia to use certain proceeds from future debt obligations to reimburse incurred expenditures on capital projects.

Budget Implications

Adopting the resolution will allow Magnolia to recoup development costs for capital projects.

Name of Staff Originator:

Frank Gonzalez, Chief Growth Officer

Attachments

Reimbursement Finance Resolution

BOARD OF DIRECTORS OF
MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION
RESOLUTION AUTHORIZING ACTIONS IN PURSUIT OF
FINANCING FOR PUBLIC CHARTER SCHOOL PROJECTS
AND DECLARING OFFICIAL INTENT
TO REIMBURSE CERTAIN EXPENDITURES
FROM PROCEEDS OF INDEBTEDNESS

WHEREAS, MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION, a nonprofit public benefit corporation organized and existing under the laws of the State of California (for purposes of this resolution and the Treasury Regulations referenced herein, the “Corporation”), intends to acquire, construct, improve and equip public charter school facilities, as described in Appendix A attached hereto (the “Project”);

WHEREAS, the Corporation or a LLC in which the Corporation is the sole member (for purposes of this resolution and the Treasury Regulations either entity referenced herein, the “Borrower”) expects to pay certain expenditures (the “Reimbursement Expenditures”) in connection with the Project prior to the issuance of indebtedness on behalf of the Borrower for the purpose of financing costs associated with the Project on a long-term basis;

WHEREAS, the Borrower expects it will be necessary to employ attorneys and consultants and to incur costs and expenses in preparing the proceedings for the issuance of said indebtedness on behalf of the Borrower, and in connection with the acquisition and construction of the Project and the lease thereof to charter school tenants;

WHEREAS, the Borrower reasonably expects that debt obligations in an amount not expected to exceed \$30,000,000 will be issued on behalf of the Borrower in order to finance the Project, and that certain of the proceeds of such debt obligations will be used to reimburse the Reimbursement Expenditures; and

WHEREAS, Section 1.150-2 of the regulations promulgated by the United States Department of the Treasury (the “Treasury Regulations”) requires the Borrower to declare its reasonable official intent to reimburse prior expenditures for the Project with proceeds of a subsequent borrowing, if such proceeds are to be deemed spent upon the reimbursement allocation, for purposes of federal tax law;

NOW, THEREFORE, the Board of Directors of the Corporation hereby finds, determines, resolves and declares:

Section 1. The Board of Directors hereby finds and determines that the above recitals are true.

Section 2. For purposes of establishing compliance with the requirements of Section 1.150-2 of the Treasury Regulations, the Board of Directors hereby declares its official intent to use proceeds of indebtedness to reimburse the Borrower for Reimbursement

Expenditures. This declaration does not bind the Borrower to make any expenditure, incur any indebtedness, or proceed with the Project.

Section 3. The officers, employees and agents of the Borrower, including the financing team assembled for the purpose, are hereby authorized and directed to prepare proceedings culminating in the authorization, sale and issuance of a series of bonds and the loan of proceeds to the Borrower, and to do any and all things which they may deem necessary or advisable in order to carry out, give effect to, and comply with the terms and intent of this Resolution, provided that this Board shall be presented with and shall approve the financing documents prepared for the purpose. Orrick, Herrington & Sutcliffe LLP, as Bond Counsel, is hereby authorized and directed to prepare a resolution and other necessary documents for approval by the Board at a subsequent meeting, which shall specify terms and conditions under which the Borrower will agree to borrow the proceeds of the bonds and apply them to the Project.

Section 4. The Corporation hereby authorizes the payment of any expenses incurred in connection with the preparation of proceedings for the issuance of said indebtedness on behalf of the Borrower and the lease of the Project, including legal and financial consulting expenses.

Section 5. This resolution shall take effect from and after its adoption.

PASSED AND ADOPTED by the Board of Directors of Magnolia Educational & Research Foundation this __ day of _____ 2016, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

DATE: _____

President, Board of Directors

ATTEST:

Secretary

APPENDIX A

(Project Description)

Acquisition, rehabilitation, construction, furnishing and equipping of public charter school facilities for grades K through 12 located in the City of Los Angeles, California, City of San Jose, California, City of Santa Ana, California, City of San Diego, California and City of Northridge, California, which may include but are not limited to classrooms, multi-purpose rooms, playing fields, administration spaces, restrooms and parking areas.



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II L
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Oswaldo Diaz, Chief Financial Officer
RE:	Approval of Changes in Financial Policies

Proposed Board Recommendation

I move that the Board approves the revisions to the financial policies as presented in the board agenda item. While we have not encountered staff circumventing approval authority, the attached amendment provides a clarification of expectations and enhances our internal controls.

Background

The proposed revised changes to the financial policies have been drafted to provide clarification regarding circumventing approval authority.

Revised Policies

The following policy has been updated

Purchasing

PUR104 Accounts Payable and Cash Disbursements
PUR107 Bidding Requirements

Name of Staff Originator:

Oswaldo Diaz, Chief Financial Officer

SOP # PUR104 Revision: 3
Effective Date: 6/06/16

Prepared by: Central Office
Approved by: BOD

Title: PUR104 ACCOUNTS PAYABLE AND CASH DISBURSEMENTS

Policy: Internal controls are required to ensure that only valid and authorized payables are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of General Ledger accounts and appropriate timing of payments. All accounts payable and cash disbursements will have documented pre-approval, and the authorization limits are stated in the below Responsibilities section.

Purpose: To explain the practices for documenting, recording and issuing payments for accounts payable transactions. (Note: Payments, disbursements, and expenditures result from accounts payable transactions)

Scope: This procedure applies to all purchases including, contractors, consultants, and merchandise and non-merchandise purchases.

Responsibilities:

The Principal at each school site is responsible for reviewing and approving payments under \$5,000 in CoolSIS, in accordance with the approved budget.

The Chief Financial Officer is responsible for reviewing and approving payments up to \$10,000 in accordance with the approved budget. The Chief Executive Officer may assign the Chief Academic Officer, the Chief Operations Officer, the Chief Personnel Officer or Regional Directors the authority to approve expenditures up to \$10,000.

The Chief Executive Officer is responsible for reviewing and approving payments over \$10,000 in accordance with the board approved budget, as well as up to \$10,000 for non-budgeted items.

EdTec is responsible for payment of invoices in a timely manner.

Background: Properly recording liabilities is generally a three-step process, particularly, for merchandise purchases.

The first step is recording the liability upon receipt of merchandise, using the purchase order estimates or other documentation as a guideline. For accuracy and timeliness of data, a liability should be recorded as soon as the Organization receives the purchased items.

Consultant projects are not recognized as a liability until the invoicing from the consultant is received unless and accrual has been recorded to recognize the total estimated cost of the consultant's services.

By necessity, this initial recording is usually an estimate or encumbrance and can be finalized when the actual invoice arrives. This is why a

Purchase Order is so important for merchandise purchases. It documents the Organization's understanding of how much each item will cost, per the vendor's terms. This includes estimates for freight and any other charges.

The second step takes place when the vendor's invoice is received. At this point the actual liability is finalized, with any necessary adjustments to the item costs, freight, or other charges.

The third step involves the preparation, issuance of payment for the goods received, and subsequent filing of all paperwork for easy retrieval.

Procedure Overview:

Cash disbursements are generally made for:

1. Payments to vendors for goods and services
2. Taxes/license fees
3. Staff training and development
4. Memberships and subscriptions
5. Meeting expenses
6. Employee reimbursements
7. Marketing/promotional materials

Checks are processed throughout the week.

Requests for cash disbursements are submitted to Accounting through CoolSIS.

Documentation for CoolSIS requests can be in three ways:

1. Original invoice
2. Purchase request (submitted on approved form)
3. Employee expense report or reimbursement request

All invoices must be approved by the appropriate staff prior to being submitted to accounts payable. Accounts payable will determine the account code for each invoice.

Approvals for reimbursement requests must be obtained prior to the purchase. The Organization is not obligated to reimburse requests where prior approval was not obtained; however this decision is made at the discretion of the Chief Financial Officer.

Every employee reimbursement or purchase request must be documented in CoolSIS. Please see PUR106 Reimbursements for more details.

Requests for payment are reviewed in CoolSIS by the Principal, Controller, or Chief Financial Officer dependent on purchase amount. The appropriate personnel:

1. Verifies expenditure and amount
2. Approves for payment if in accordance with budget
3. Provides or verifies appropriate allocation information
4. Provides date of payment taking into account cash flow projections
5. Submits to the School Site Accountant for processing

EdTec processes all payments and:

1. Immediately enters them into the Accounts Payable module unless it is paid upon receipt on the same day
2. Prints checks according to allocation and payment date provided by the authorizing party
3. Submits checks, with attached backup documentation, to Chief Financial Officer for approval and signature.
4. Mails checks and appropriate backup documentation
5. Files all backup documentation in the appropriate file
6. Monitors accounts payable throughout the month

Procedure:

1.0 DOCUMENTING ACCOUNTS PAYABLE

- 1.1 The following documents will be forwarded to EdTec accounts payable as a PDF batch for temporary filing and subsequent matching to form an accounts payable voucher package:
 - Purchase Order from CoolSIS
 - Vendor invoice
 - Vendor/Consultant contract
- 1.2 Once EdTec has received all of the above documents, the following steps will be performed to ensure proper authorization, validity of purchase, receipt of purchased items or services and accuracy of amounts.
 - The purchase order should be evaluated for proper authorization and the nature of the purchase and pricing as shown on the invoice reviewed for validity.
 - The quantities shown shipped or delivered on the invoice will be compared to the packing slip and/or receiving reports if items have been received by the

designee of each site. Any discrepancies must be followed-up and resolved prior to commencing with the disbursement process.

- Calculations on the invoice will be recomputed such as quantities received multiplied by unit price and totals.
- Purchases of items and service contracts shall not be made in small quantities (split bidding) for the purpose of circumventing the authorize approval limits assigned by the Board of Directors, or to avoid public bidding based on the policies and procedures.

2.0 RECORDING NON-MERCHANDISE PAYABLES

- 2.1 Non-merchandise expenditures like utilities, rent, insurance, taxes, repairs, professional fees, etc., are generally not recorded through the purchase order routine. However, there may be other documentation, like contracts, requisitions, and other agreements. These should be filed in the applicable vendor file as documentary support. Upon receipt of the invoice, the charges should be entered into the payable system and coded to the appropriate expense account.
- 2.2 Generally, once invoices (both merchandise and non-merchandise) have been entered, they can be filed in the respective vendor files, ordered by date. To guard against misfiling an un-entered invoice, consider stamping "entered" on each invoice when it's recorded in accounts payable. It is also helpful to note the entered date and initial the entry.

3.0 PAYMENT OF ACCOUNTS PAYABLE

- 3.1 Accounts payable systems generally provide an aged accounts payable report and list the open payables within the accounting system. Open payables are reviewed by EdTec. The Chief Financial Officer should select the bills to be paid based on the funds available and a projection of cash flow or receipts over the coming week. Once complete, process the disbursements by either printing the check, electronic online bill pay, wire transfer, or ACH withdrawal for the selected bills to be paid.

Note: Accounts payable should normally be paid within seven days or sooner of their payment term unless otherwise determined by the Chief Financial Officer.

- 3.2 Any vendor credits which are amounts owed to the Organization should be applied to amounts currently owed to the vendor when determining payment. These are normally received in the form of a credit memo or adjusting invoice. These should be entered into the system like any other invoice and applied to the next payment being made. There is no reason to "age" a credit memo.
- 3.3 Pull all Invoices to be paid from the files and match them with the printed checks, wire transfer, electronic online bill pay, or ACH withdrawal documentation. Present the materials to the Chief Financial Officer for review and signing.
- 3.4 Immediately ensure that all printed checks, wire transfer, electronic online bill pay, or ACH withdrawal documentation are signed and approved and correctly recorded in the accounting system. Stamp the invoices "paid" to document

they've been paid. Use only checks that incorporate a two stub plus check form in order to attach one stub to the paid invoice and the other to the remittance copy of the Invoice.

- 3.5 If one check or electronic online bill pay pays several Invoices then either photocopy the stub or print the electronic online bill pay screen print and attach a copy to each paid Invoice or consider attaching all paid Invoices to the one check stub or the electronic online bill pay document. File all resulting documentation according to check number sequentially in the checks paid binders.
- 3.6 Mail the checks as soon as possible once checks have been posted and "paid" by the system. It is not advisable to "hold" checks for additional days after posting. This practice usually occurs when there are insufficient cash flows. However holding checks increases the difficulty of projecting cash flow, reduces cash balance accuracy, and causes confusion when trying to reconcile accounts payable vendor balances. None of these balances will be accurate if printed checks are held back from mailing. If cash flow is insufficient to mail the checks, then it is advisable not to post and print checks in the first place.

4.0 MANUAL CHECKS

- 4.1 The Organization does not permit the use of manual checks.

Revision History:

Revision	Date	Description of changes	Requested By
0	2/14/13	Initial Release	
1	2/13/15	Revision of Purchase limits	Oswaldo Diaz, CFO
2	11/12/15	Inclusion of back-office service provider process	Oswaldo Diaz, CFO
3	6/06/16	Provide clarification regarding circumventing approval authority	Oswaldo Diaz, CFO

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SOP # PUR107 Revision: 2
Effective Date: 6/06/16

Prepared by: Central Office
Approved by: BOD

Title: PUR107 BIDDING REQUIREMENTS

Policy: To ensure the establishment of bidding requirements relating to multi-year service contracts, and to maintain the internal controls of the selection process.

Purpose: To provide the methods for determining a bidding process, documentation requirements, and award of contracts.

Scope: This procedure applies to all vendors of services.

Responsibilities:

Purchasing Agent or School Principal is responsible for providing a summary and justification related to the potential proposal.

Selection Committee is responsible for the review and recommendation of all contracts over \$25,000.

Chief Executive Officer and/or Chief Financial Officer is/are responsible for the examination of the bidding and selection process of all contracts above \$25,000.

Board of Directors are responsible for the approval of all bidding contracts above \$25,000.

Procedure:

1.0 BIDDING REQUIREMENTS AND PROCESS

1.1 New service contracts in excess of \$25,000 shall be formally bid in accordance with the following:

- Request for Proposals (RFP): RFP requirements should include contract purpose, background, description of service, general information, time requirements, proposal requirements, and evaluation process.
- Public Notice: RFP will be posted in the Organization's website.
- Prospective Vendors: Selection Committee shall maintain a list of prospective vendors for the various categories of products and services purchased by the organization. All schools or departments should refer prospective vendors to the purchasing department for inclusion in the bidder file.
- Pending Bid File: A file shall be maintained by the selection committee of all invitations to bid currently pending.
- Evaluation: Evaluation of services and vendors will be in accordance with the RFP specifications and policy PUR101 vendor selection.

- Bidder Files: Bidder files shall be maintained retaining the bids, bid comparison sheets, other submittals, and rationale in award. These bids shall be made available for the public upon request for a period of ninety (90) days after which time they will be archived for two (2) years.
- Bidding of contracts shall not be made in small quantities (split bidding) for the purpose of circumventing the authorize approval limits assigned by the Board of Directors, or to avoid public bidding based on the policies and procedures.

Vendor Selection Requirements			
	Less than \$5,000	Between \$5,000 and \$25,000	Greater than \$25,000
Bid process required?	No	Quotes or estimates	RFP
Acceptable forms of price comparison	N/A	Email, published catalogs, written	Written only
Minimum number of bids required	0	3	3
Submit bid documentation to the Procurement Office?	No	Yes	Yes

2.0 NONCOMPETITIVE NEGOTIATIONS

2.1 Noncompetitive negotiations may be used for procurements in excess of \$25,000 when bidding or competitive negotiations are not feasible. MPS may purchase goods and services through non-competitive negotiations when it is determined in writing by the Chief Executive Officer that competitive negotiation or bidding is not feasible and that:

- An emergency exists which will cause public harm as a result of the delay caused by following competitive purchasing procedures, or
- The product or service can be obtained only from one source, or
- The contract is for the purchase of perishable items purchased on a weekly or more frequent basis, or
- Only one satisfactory proposal is received through RFP, or
- The charter authorizer has authorized the particular type of noncompetitive negotiation.

3.0 STANDARDS OF CONDUCT

The following Standards of Conduct shall govern the performance, behavior and actions of MPS including, employees, officers, directors, volunteers and agents, who are engaged in any aspect of procurement, including – but not limited to – purchasing goods and services; awarding contracts and grants; or the administration and supervision of contracts.

As representatives of MPS, all employees, officers, directors, volunteers and agents are expected to conduct themselves in a professional and ethical manner, maintaining high standards of integrity and the use of good judgment. Employees are expected to be principled in their business interactions and act in good faith with individuals both inside and outside MPS.

3.1 Conflict of Interest

- No employee, officer, director, volunteer or agent of the MPS shall participate in the selection, award or administration of a bid or contract supported by federal funds if a conflict of interest is real or apparent to a reasonable person.
- Conflicts of interest may arise when any employee, officer, director, volunteer or agent of the MPS has a financial, family or any other beneficial interest in the vendor firm selected or considered for an award.
- No employee, officer, director, volunteer or agent of the MPS shall do business with, award contracts to, or show favoritism toward a member of his/her immediate family, spouse's family or to any company, vendor or concern who either employs or has any relationship to a family member; or award a contract or bid which violates the spirit or intent of Federal, State and local procurement laws and policies established to maximize free and open competition among qualified vendors.
- MPS's employees, officers, directors, volunteers or agents shall neither solicit nor accept gratuities, gifts, consulting fees, trips, favors or anything having a monetary value in excess of twenty-five dollars (\$25) from a vendor, potential vendor, or from the family or employees of a vendor, potential vendor or bidder; or from any party to a sub-agreement or ancillary contract.

4.0 ACCEPTANCE OF GRATUITIES

MPS's employees, officers, directors, volunteers or agents shall neither solicit nor accept gratuities, gifts, consulting fees, trips, favors or anything having a monetary value from a vendor, potential vendor, or from the family or employees of a vendor, potential vendor or bidder; or from any party to a sub-agreement or ancillary contract.

5.0 DISCIPLINARY ACTIONS

Any MPS member, employee or designated agent of MPS who knowingly and deliberately violates the provisions of this code will be open to civil suit without the legal protection of MPS. Furthermore, such a violation of these procurement standards is grounds for dismissal by MPS as an employee, officer, director, volunteer or agent; or other such sanctions as available under the law.

Any contractor or potential contractor who knowingly and deliberately violates the provisions of these procurement standards will be barred from future transactions with MPS.

Revision History:

Revision	Date	Description of changes	Requested By
0	2/16/15	Initial Release	Oswaldo Diaz, CFO
1	3/10/16	Policy Revision	Oswaldo Diaz, CFO
2	6/06/16	Policy Revision	Oswaldo Diaz, CFO

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SOP # PUR104 Revision: 3
Effective Date: 6/06/16

Prepared by: Central Office
Approved by: BOD

Title: PUR104 ACCOUNTS PAYABLE AND CASH DISBURSEMENTS

Policy: Internal controls are required to ensure that only valid and authorized payables are recorded and paid. Accounting procedures should be implemented to ensure the accuracy of amounts, coding of General Ledger accounts and appropriate timing of payments. All accounts payable and cash disbursements will have documented pre-approval, and the authorization limits are stated in the below Responsibilities section.

Purpose: To explain the practices for documenting, recording and issuing payments for accounts payable transactions. (Note: Payments, disbursements, and expenditures result from accounts payable transactions)

Scope: This procedure applies to all purchases including, contractors, consultants, and merchandise and non-merchandise purchases.

Responsibilities:

The Principal at each school site is responsible for reviewing and approving payments under \$5,000 in CoolSIS, in accordance with the approved budget.

The Chief Financial Officer is responsible for reviewing and approving payments up to \$10,000 in accordance with the approved budget. The Chief Executive Officer may assign the Chief Academic Officer, the Chief Operations Officer, the Chief Personnel Officer or Regional Directors the authority to approve expenditures up to \$10,000.

The Chief Executive Officer is responsible for reviewing and approving payments over \$10,000 in accordance with the board approved budget, as well as up to \$10,000 for non-budgeted items.

EdTec is responsible for payment of invoices in a timely manner.

Background: Properly recording liabilities is generally a three-step process, particularly, for merchandise purchases.

The first step is recording the liability upon receipt of merchandise, using the purchase order estimates or other documentation as a guideline. For accuracy and timeliness of data, a liability should be recorded as soon as the Organization receives the purchased items.

Consultant projects are not recognized as a liability until the invoicing from the consultant is received unless and accrual has been recorded to recognize the total estimated cost of the consultant's services.

By necessity, this initial recording is usually an estimate or encumbrance and can be finalized when the actual invoice arrives. This is why a

Purchase Order is so important for merchandise purchases. It documents the Organization's understanding of how much each item will cost, per the vendor's terms. This includes estimates for freight and any other charges.

The second step takes place when the vendor's invoice is received. At this point the actual liability is finalized, with any necessary adjustments to the item costs, freight, or other charges.

The third step involves the preparation, issuance of payment for the goods received, and subsequent filing of all paperwork for easy retrieval.

Procedure Overview:

Cash disbursements are generally made for:

1. Payments to vendors for goods and services
2. Taxes/license fees
3. Staff training and development
4. Memberships and subscriptions
5. Meeting expenses
6. Employee reimbursements
7. Marketing/promotional materials

Checks are processed throughout the week.

Requests for cash disbursements are submitted to Accounting through CoolSIS.

Documentation for CoolSIS requests can be in three ways:

1. Original invoice
2. Purchase request (submitted on approved form)
3. Employee expense report or reimbursement request

All invoices must be approved by the appropriate staff prior to being submitted to accounts payable. Accounts payable will determine the account code for each invoice.

Approvals for reimbursement requests must be obtained prior to the purchase. The Organization is not obligated to reimburse requests where prior approval was not obtained; however this decision is made at the discretion of the Chief Financial Officer.

Every employee reimbursement or purchase request must be documented in CoolSIS. Please see PUR106 Reimbursements for more details.

Requests for payment are reviewed in CoolSIS by the Principal, Controller, or Chief Financial Officer dependent on purchase amount. The appropriate personnel:

1. Verifies expenditure and amount
2. Approves for payment if in accordance with budget
3. Provides or verifies appropriate allocation information
4. Provides date of payment taking into account cash flow projections
5. Submits to the School Site Accountant for processing

EdTec processes all payments and:

1. Immediately enters them into the Accounts Payable module unless it is paid upon receipt on the same day
2. Prints checks according to allocation and payment date provided by the authorizing party
3. Submits checks, with attached backup documentation, to Chief Financial Officer for approval and signature.
4. Mails checks and appropriate backup documentation
5. Files all backup documentation in the appropriate file
6. Monitors accounts payable throughout the month

Procedure:

1.0 DOCUMENTING ACCOUNTS PAYABLE

- 1.1 The following documents will be forwarded to EdTec accounts payable as a PDF batch for temporary filing and subsequent matching to form an accounts payable voucher package:
 - Purchase Order from CoolSIS
 - Vendor invoice
 - Vendor/Consultant contract
- 1.2 Once EdTec has received all of the above documents, the following steps will be performed to ensure proper authorization, validity of purchase, receipt of purchased items or services and accuracy of amounts.
 - The purchase order should be evaluated for proper authorization and the nature of the purchase and pricing as shown on the invoice reviewed for validity.
 - The quantities shown shipped or delivered on the invoice will be compared to the packing slip and/or receiving reports if items have been received by the

designee of each site. Any discrepancies must be followed-up and resolved prior to commencing with the disbursement process.

- Calculations on the invoice will be recomputed such as quantities received multiplied by unit price and totals.
- Purchases of items and service contracts shall not be made in small quantities (split bidding) for the purpose of circumventing the authorize approval limits assigned by the Board of Directors, or to avoid public bidding based on the policies and procedures.

2.0 RECORDING NON-MERCHANDISE PAYABLES

- 2.1 Non-merchandise expenditures like utilities, rent, insurance, taxes, repairs, professional fees, etc., are generally not recorded through the purchase order routine. However, there may be other documentation, like contracts, requisitions, and other agreements. These should be filed in the applicable vendor file as documentary support. Upon receipt of the invoice, the charges should be entered into the payable system and coded to the appropriate expense account.
- 2.2 Generally, once invoices (both merchandise and non-merchandise) have been entered, they can be filed in the respective vendor files, ordered by date. To guard against misfiling an un-entered invoice, consider stamping "entered" on each invoice when it's recorded in accounts payable. It is also helpful to note the entered date and initial the entry.

3.0 PAYMENT OF ACCOUNTS PAYABLE

- 3.1 Accounts payable systems generally provide an aged accounts payable report and list the open payables within the accounting system. Open payables are reviewed by EdTec. The Chief Financial Officer should select the bills to be paid based on the funds available and a projection of cash flow or receipts over the coming week. Once complete, process the disbursements by either printing the check, electronic online bill pay, wire transfer, or ACH withdrawal for the selected bills to be paid.
- Note: Accounts payable should normally be paid within seven days or sooner of their payment term unless otherwise determined by the Chief Financial Officer.
- 3.2 Any vendor credits which are amounts owed to the Organization should be applied to amounts currently owed to the vendor when determining payment. These are normally received in the form of a credit memo or adjusting invoice. These should be entered into the system like any other invoice and applied to the next payment being made. There is no reason to "age" a credit memo.
- 3.3 Pull all Invoices to be paid from the files and match them with the printed checks, wire transfer, electronic online bill pay, or ACH withdrawal documentation. Present the materials to the Chief Financial Officer for review and signing.
- 3.4 Immediately ensure that all printed checks, wire transfer, electronic online bill pay, or ACH withdrawal documentation are signed and approved and correctly recorded in the accounting system. Stamp the invoices "paid" to document

they've been paid. Use only checks that incorporate a two stub plus check form in order to attach one stub to the paid invoice and the other to the remittance copy of the Invoice.

- 3.5 If one check or electronic online bill pay pays several Invoices then either photocopy the stub or print the electronic online bill pay screen print and attach a copy to each paid Invoice or consider attaching all paid Invoices to the one check stub or the electronic online bill pay document. File all resulting documentation according to check number sequentially in the checks paid binders.
- 3.6 Mail the checks as soon as possible once checks have been posted and "paid" by the system. It is not advisable to "hold" checks for additional days after posting. This practice usually occurs when there are insufficient cash flows. However holding checks increases the difficulty of projecting cash flow, reduces cash balance accuracy, and causes confusion when trying to reconcile accounts payable vendor balances. None of these balances will be accurate if printed checks are held back from mailing. If cash flow is insufficient to mail the checks, then it is advisable not to post and print checks in the first place.

4.0 MANUAL CHECKS

- 4.1 The Organization does not permit the use of manual checks.

Revision History:

Revision	Date	Description of changes	Requested By
0	2/14/13	Initial Release	
1	2/13/15	Revision of Purchase limits	Oswaldo Diaz, CFO
2	11/12/15	Inclusion of back-office service provider process	Oswaldo Diaz, CFO
3	6/06/16	Provide clarification regarding circumventing approval authority	Oswaldo Diaz, CFO

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SOP # PUR107 Revision: 2
Effective Date: 6/06/16

Prepared by: Central Office
Approved by: BOD

Title: PUR107 BIDDING REQUIREMENTS

Policy: To ensure the establishment of bidding requirements relating to multi-year service contracts, and to maintain the internal controls of the selection process.

Purpose: To provide the methods for determining a bidding process, documentation requirements, and award of contracts.

Scope: This procedure applies to all vendors of services.

Responsibilities:

Purchasing Agent or School Principal is responsible for providing a summary and justification related to the potential proposal.

Selection Committee is responsible for the review and recommendation of all contracts over \$25,000.

Chief Executive Officer and/or Chief Financial Officer is/are responsible for the examination of the bidding and selection process of all contracts above \$25,000.

Board of Directors are responsible for the approval of all bidding contracts above \$25,000.

Procedure:

1.0 BIDDING REQUIREMENTS AND PROCESS

1.1 New service contracts in excess of \$25,000 shall be formally bid in accordance with the following:

- Request for Proposals (RFP): RFP requirements should include contract purpose, background, description of service, general information, time requirements, proposal requirements, and evaluation process.
- Public Notice: RFP will be posted in the Organization's website.
- Prospective Vendors: Selection Committee shall maintain a list of prospective vendors for the various categories of products and services purchased by the organization. All schools or departments should refer prospective vendors to the purchasing department for inclusion in the bidder file.
- Pending Bid File: A file shall be maintained by the selection committee of all invitations to bid currently pending.
- Evaluation: Evaluation of services and vendors will be in accordance with the RFP specifications and policy PUR101 vendor selection.

- Bidder Files: Bidder files shall be maintained retaining the bids, bid comparison sheets, other submittals, and rationale in award. These bids shall be made available for the public upon request for a period of ninety (90) days after which time they will be archived for two (2) years.
- Bidding of contracts shall not be made in small quantities (split bidding) for the purpose of circumventing the authorize approval limits assigned by the Board of Directors, or to avoid public bidding based on the policies and procedures.

Vendor Selection Requirements			
	Less than \$5,000	Between \$5,000 and \$25,000	Greater than \$25,000
Bid process required?	No	Quotes or estimates	RFP
Acceptable forms of price comparison	N/A	Email, published catalogs, written	Written only
Minimum number of bids required	0	3	3
Submit bid documentation to the Procurement Office?	No	Yes	Yes

2.0 NONCOMPETITIVE NEGOTIATIONS

2.1 Noncompetitive negotiations may be used for procurements in excess of \$25,000 when bidding or competitive negotiations are not feasible. MPS may purchase goods and services through non-competitive negotiations when it is determined in writing by the Chief Executive Officer that competitive negotiation or bidding is not feasible and that:

- An emergency exists which will cause public harm as a result of the delay caused by following competitive purchasing procedures, or
- The product or service can be obtained only from one source, or
- The contract is for the purchase of perishable items purchased on a weekly or more frequent basis, or
- Only one satisfactory proposal is received through RFP, or
- The charter authorizer has authorized the particular type of noncompetitive negotiation.

3.0 STANDARDS OF CONDUCT

The following Standards of Conduct shall govern the performance, behavior and actions of MPS including, employees, officers, directors, volunteers and agents, who are engaged in any aspect of procurement, including – but not limited to – purchasing goods and services; awarding contracts and grants; or the administration and supervision of contracts.

As representatives of MPS, all employees, officers, directors, volunteers and agents are expected to conduct themselves in a professional and ethical manner, maintaining high standards of integrity and the use of good judgment. Employees are expected to be principled in their business interactions and act in good faith with individuals both inside and outside MPS.

3.1 Conflict of Interest

- No employee, officer, director, volunteer or agent of the MPS shall participate in the selection, award or administration of a bid or contract supported by federal funds if a conflict of interest is real or apparent to a reasonable person.
- Conflicts of interest may arise when any employee, officer, director, volunteer or agent of the MPS has a financial, family or any other beneficial interest in the vendor firm selected or considered for an award.
- No employee, officer, director, volunteer or agent of the MPS shall do business with, award contracts to, or show favoritism toward a member of his/her immediate family, spouse's family or to any company, vendor or concern who either employs or has any relationship to a family member; or award a contract or bid which violates the spirit or intent of Federal, State and local procurement laws and policies established to maximize free and open competition among qualified vendors.
- MPS's employees, officers, directors, volunteers or agents shall neither solicit nor accept gratuities, gifts, consulting fees, trips, favors or anything having a monetary value in excess of twenty-five dollars (\$25) from a vendor, potential vendor, or from the family or employees of a vendor, potential vendor or bidder; or from any party to a sub-agreement or ancillary contract.

4.0 ACCEPTANCE OF GRATUITIES

MPS's employees, officers, directors, volunteers or agents shall neither solicit nor accept gratuities, gifts, consulting fees, trips, favors or anything having a monetary value from a vendor, potential vendor, or from the family or employees of a vendor, potential vendor or bidder; or from any party to a sub-agreement or ancillary contract.

5.0 DISCIPLINARY ACTIONS

Any MPS member, employee or designated agent of MPS who knowingly and deliberately violates the provisions of this code will be open to civil suit without the legal protection of MPS. Furthermore, such a violation of these procurement standards is grounds for dismissal by MPS as an employee, officer, director, volunteer or agent; or other such sanctions as available under the law.

Any contractor or potential contractor who knowingly and deliberately violates the provisions of these procurement standards will be barred from future transactions with MPS.

Revision History:

Revision	Date	Description of changes	Requested By
0	2/16/15	Initial Release	Oswaldo Diaz, CFO
1	3/10/16	Policy Revision	Oswaldo Diaz, CFO
2	6/06/16	Policy Revision	Oswaldo Diaz, CFO

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MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II M
Date:	June 2, 2016
To:	MPS Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Oswaldo Diaz, Chief Financial Officer
RE:	Approval of Cash Management Intra-Company Loans for Operational Expenses

Proposed Board Recommendation

I move that the MPS Board of Directors moves to approves the cash management intra-company loans for operational expenses as presented in the agenda item. Specifically, direct staff to establish a \$1,250,000 cash flow fund from schools with sufficient reserves, transfer the \$842,500 in loans to MSA Santa Ana and MSA Santa Clara from the Home Office account to the cash flow fund, and use the remainder of the cash flow fund to ensure that all end of the year payments are made in an appropriate and timely way.

Background

The purpose of this item is to ensure that all schools and the Home Office have sufficient cash flow as we reach the end of the fiscal year to make all payments in a timely and appropriate manner while ensuring that all academic programs deliver a high quality education consistent with their charters. In order to avoid cash flow financing expenses of 6.5 to 9.5 percent, Magnolia self-funds cash flow management throughout the year using school site reserves as temporary loans on an Intra-Company basis. Loans are necessary because Magnolia maintains separate accounts for each entity and because the school revenues do not match the timing of the expenses. The State Auditor requires that these loans be publicly documented through board action.

As of March 31, 2016, MSA-SC and MSA-SA had received a total of \$450,000 and \$392,500 (totaling \$842,500) in board approved Intra-Company operating loans respectively. The intra-company operating loans have been provided by the Home Office and funded with the CMO fees collected from the schools for FY 2015-16. Currently, the Home Office loans that have been provided to the schools are as follows:

Magnolia Science Academy - Santa Clara Operational Expenses Intra-Company Loan

Date	Description	Amount	Balance
5/7/2015	1st Loan Disbursement	40,000	40,000
5/7/2015	2nd Loan Disbursement	100,000	140,000
5/27/2015	3rd Loan Disbursement	80,000	220,000
6/12/2015	4th Loan Disbursement	100,000	320,000
6/26/2015	5th Loan Disbursement	60,000	380,000
7/26/2015	6th Loan Disbursement	100,000	480,000
8/14/2015	7th Loan Disbursement	100,000	580,000
9/29/2015	Loan Repayment	(40,000)	540,000
10/3/2015	Payment Reversal	(140,000)	400,000
11/26/2015	8th Loan Disbursement	50,000	450,000
Loan Balance as of 03/31/2016			450,000



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Magnolia Science Academy - Santa Ana Operational Expenses Intra-Company Loan

Date	Description	Amount	Balance
3/26/2015	1st Loan Disbursement	100,000	100,000
4/30/2015	2nd Loan Disbursement	100,000	200,000
5/24/2015	3rd Loan Disbursement	50,000	250,000
6/26/2015	4th Loan Disbursement	80,000	330,000
9/29/2015	Loan Repayment	(37,500)	292,500
11/26/2015	5th Loan Disbursement	100,000	392,500
Loan Balance as of 03/31/2016			392,500

Cash Management Intra-Company Loan for Operational Expenses

Currently several of the academies have sufficient cash funds that can be utilized as a loan to support the operational cash flow loans of MSA-SA and MSA-SC and remove the burden of those loans from the Home Office account. Based on the cash flow management of MSA-4, MSA-5, MSA-6, MSA-7, and MSA-8, these academies have cash funds that can be utilized on a short term basis while delivering high quality education consistent with their charters.

EdTec's projected cash flow (see attached) shows that for the fiscal year ended June 30, 2016, MSA-4, MSA-5, MSA-6, MSA-7, and MSA-8 have additional reserves that can be used to meet financial obligations in accordance with approved budgets and board approved contracts. The proposed amounts that will need to be drawn from each of the school accounts in order to create the intra-company loan fund are as follows:

Intra-Company Loan Fund to be used for Operational Expenses

Academy	Maximum Loan Amount
MSA-4	200,000.00
MSA-5	200,000.00
MSA-6	150,000.00
MSA-7	300,000.00
MSA-8	400,000.00
Total	1,250,000.00

From this Intra-Company Loan Fund, the Home Office account will be reimbursed \$842,500, leaving the remaining \$407,500 to address end of year payments required as final invoices are received and paid from all school sites and the home office and specific, appropriate repayment plans will be incorporated into the Intra-Company Loan item reported to the board on a regular basis.

Budget Implications:

The schools that will provide the proposed intra-company loans currently have excess funds to meet all recurring obligations and will retain minimum reserve requirements in accordance with their charter petitions.



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Taking into consideration the specific cash requirements for each of the academies, and in order to allow the academies to deliver high-quality education consistent with their charter, the intra-company loans have taken into consideration current needs and obligations for each of the academies. These loans will be used to fund legitimate educational and operational expenses in accordance with Generally Accepted Accounting Principles.

As disclosed when these loans were originated, the potential risk associated with this loan is that MSA-Santa Clara and/or MSA Santa Ana will be unable to pay due to mitigating circumstances related to one-time unexpected expenses and/or inability to meet projected student enrollment.

Name of Staff Originator:

Oswaldo Diaz
Chief Financial Officer



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MAGNOLIA EDUCATIONAL AND RESEARCH FOUNDATION INTRA-COMPANY LOAN FROM MSA-4

Summary

MSA-4 has excess cash funds that can be utilized by Magnolia Educational and Research Foundation to provide operational loans to the academies and to meet financial obligations in accordance with board approved contracts. The temporary intra-company loan will be used for:

- 1) Provide cash flow to the academies that require temporary funds.
- 2) Provide additional cash flow to expedite payments relating to Board approved contract obligations.

This loan will be used to fund legitimate educational and operational expenses with the charter school in accordance with Generally Accepted Accounting Principles.

Intra-Company Loan Terms

Total loan amount: \$200,000

Date of Disbursements: As needed not to exceed \$200,000

Repayment Period: Not to exceed one (1) year from the time of initial disbursement.

Interest Rate: 0.00%



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MAGNOLIA EDUCATIONAL AND RESEARCH FOUNDATION INTRA-COMPANY LOAN FROM MSA-5

Summary

MSA-5 has excess cash funds that can be utilized by Magnolia Educational and Research Foundation to provide operational loans to the academies and to meet financial obligations in accordance with board approved contracts. The temporary intra-company loan will be used for:

- 1) Provide cash flow to the academies that require temporary funds.
- 2) Provide additional cash flow to expedite payments relating to Board approved contract obligations.

This loan will be used to fund legitimate educational and operational expenses with the charter school in accordance with Generally Accepted Accounting Principles.

Intra-Company Loan Terms

Total loan amount: \$200,000

Date of Disbursements: As needed not to exceed \$200,000

Repayment Period: Not to exceed one (1) year from the time of initial disbursement.

Interest Rate: 0.00%



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MAGNOLIA EDUCATIONAL AND RESEARCH FOUNDATION INTRA-COMPANY LOAN FROM MSA-6

Summary

MSA-6 has excess cash funds that can be utilized by Magnolia Educational and Research Foundation to provide operational loans to the academies and to meet financial obligations in accordance with board approved contracts. The temporary intra-company loan will be used for:

- 1) Provide cash flow to the academies that require temporary funds.
- 2) Provide additional cash flow to expedite payments relating to Board approved contract obligations.

This loan will be used to fund legitimate educational and operational expenses with the charter school in accordance with Generally Accepted Accounting Principles.

Intra-Company Loan Terms

Total loan amount: \$150,000

Date of Disbursements: As needed not to exceed \$150,000

Repayment Period: Not to exceed one (1) year from the time of initial disbursement.

Interest Rate: 0.00%



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MAGNOLIA EDUCATIONAL AND RESEARCH FOUNDATION INTRA-COMPANY LOAN FROM MSA-7

Summary

MSA-7 has excess cash funds that can be utilized by Magnolia Educational and Research Foundation to provide operational loans to the academies and to meet financial obligations in accordance with board approved contracts. The temporary intra-company loan will be used for:

- 1) Provide cash flow to the academies that require temporary funds.
- 2) Provide additional cash flow to expedite payments relating to Board approved contract obligations.

This loan will be used to fund legitimate educational and operational expenses with the charter school in accordance with Generally Accepted Accounting Principles.

Intra-Company Loan Terms

Total loan amount: \$200,000

Date of Disbursements: As needed not to exceed \$200,000

Repayment Period: Not to exceed one (1) year from the time of initial disbursement.

Interest Rate: 0.00%



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MAGNOLIA EDUCATIONAL AND RESEARCH FOUNDATION INTRA-COMPANY LOAN FROM MSA-8

Summary

MSA-8 has excess cash funds that can be utilized by Magnolia Educational and Research Foundation to provide operational loans to the academies and to meet financial obligations in accordance with board approved contracts. The temporary intra-company loan will be used for:

- 1) Provide cash flow to the academies that require temporary funds.
- 2) Provide additional cash flow to expedite payments relating to Board approved contract obligations.

This loan will be used to fund legitimate educational and operational expenses with the charter school in accordance with Generally Accepted Accounting Principles.

Intra-Company Loan Terms

Total loan amount: \$400,000

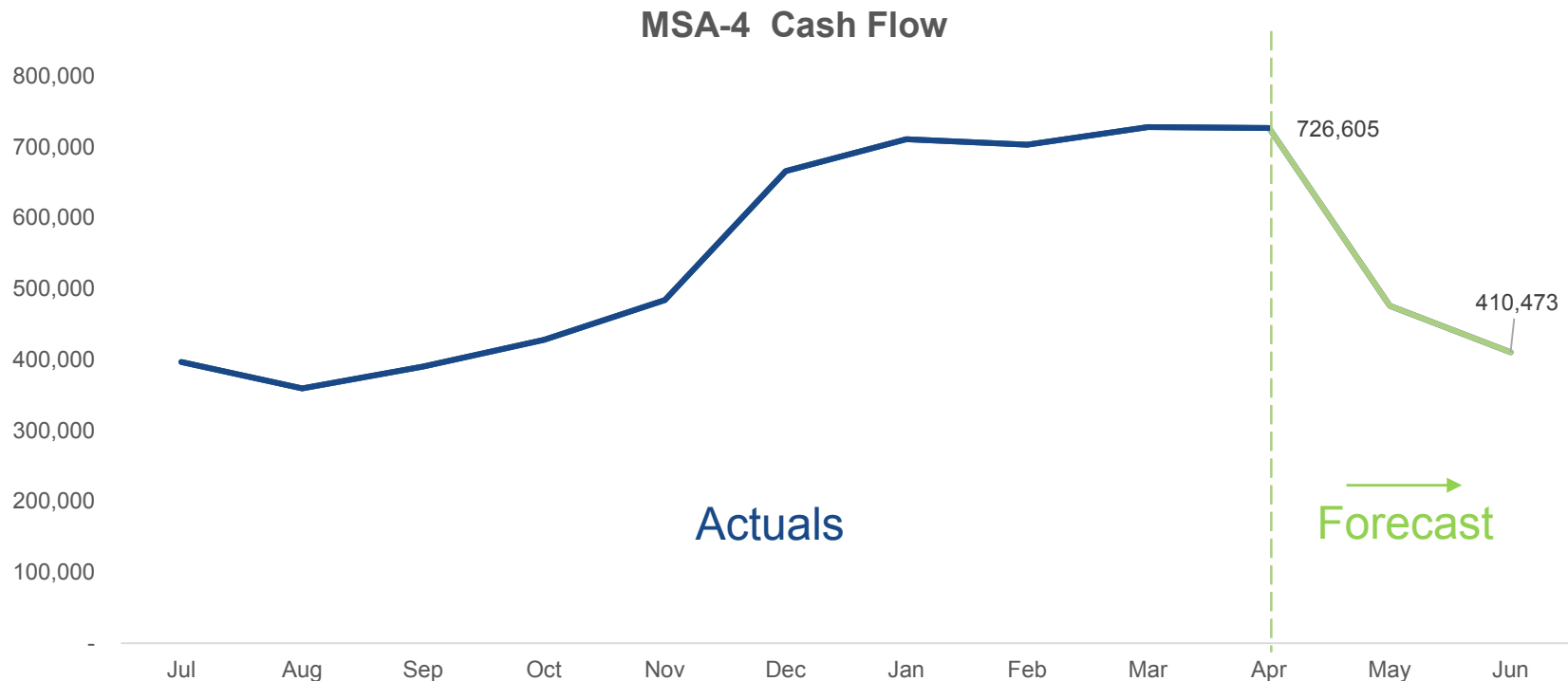
Date of Disbursements: As needed not to exceed \$400,000

Repayment Period: Not to exceed one (1) year from the time of initial disbursement.

Interest Rate: 0.00%

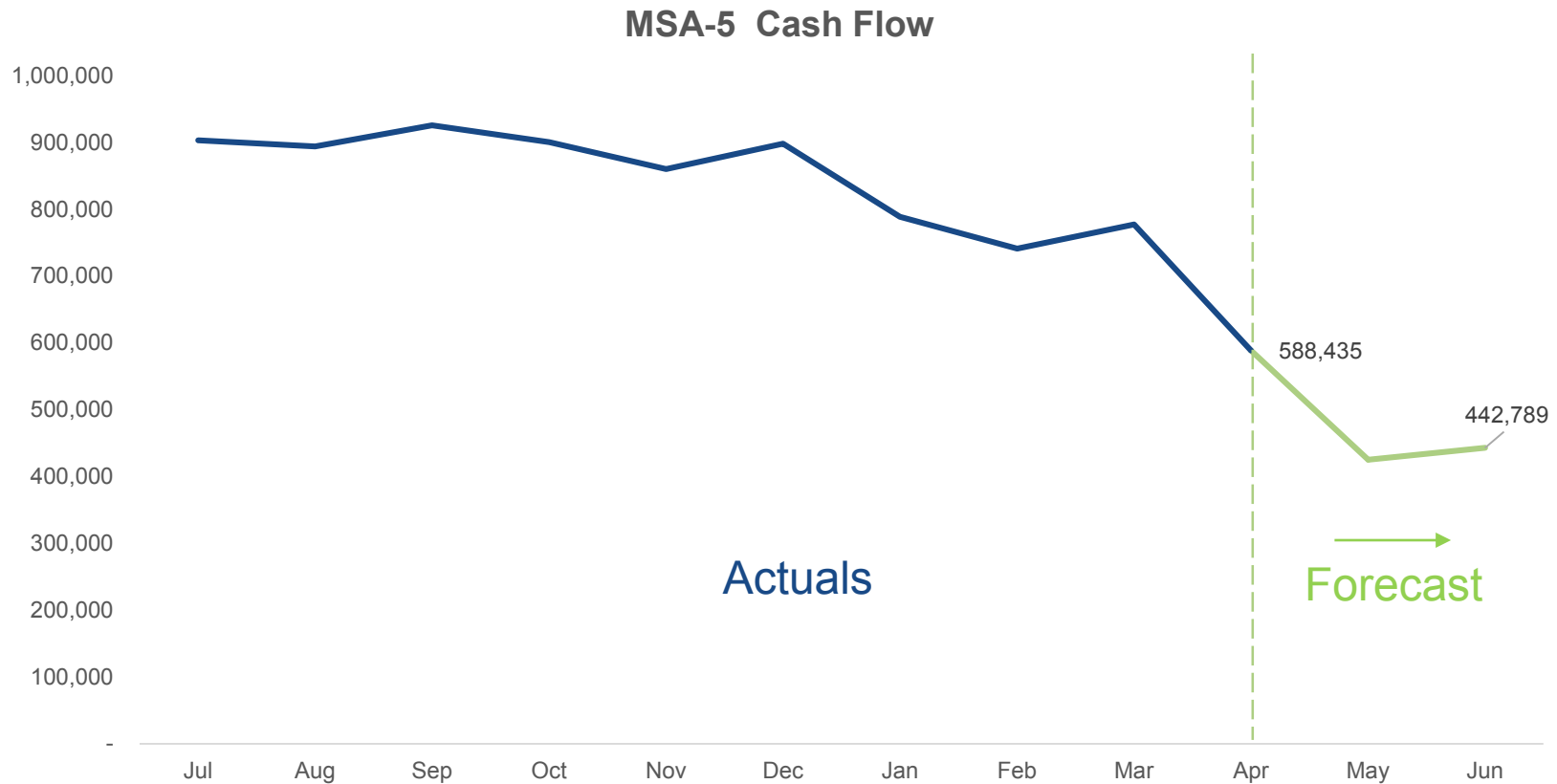
MSA-4 Cash Flow Forecast

Ending cash balance as of 4/30 was \$726,605, and forecasted ending cash balance as of 6/30 is \$410,473



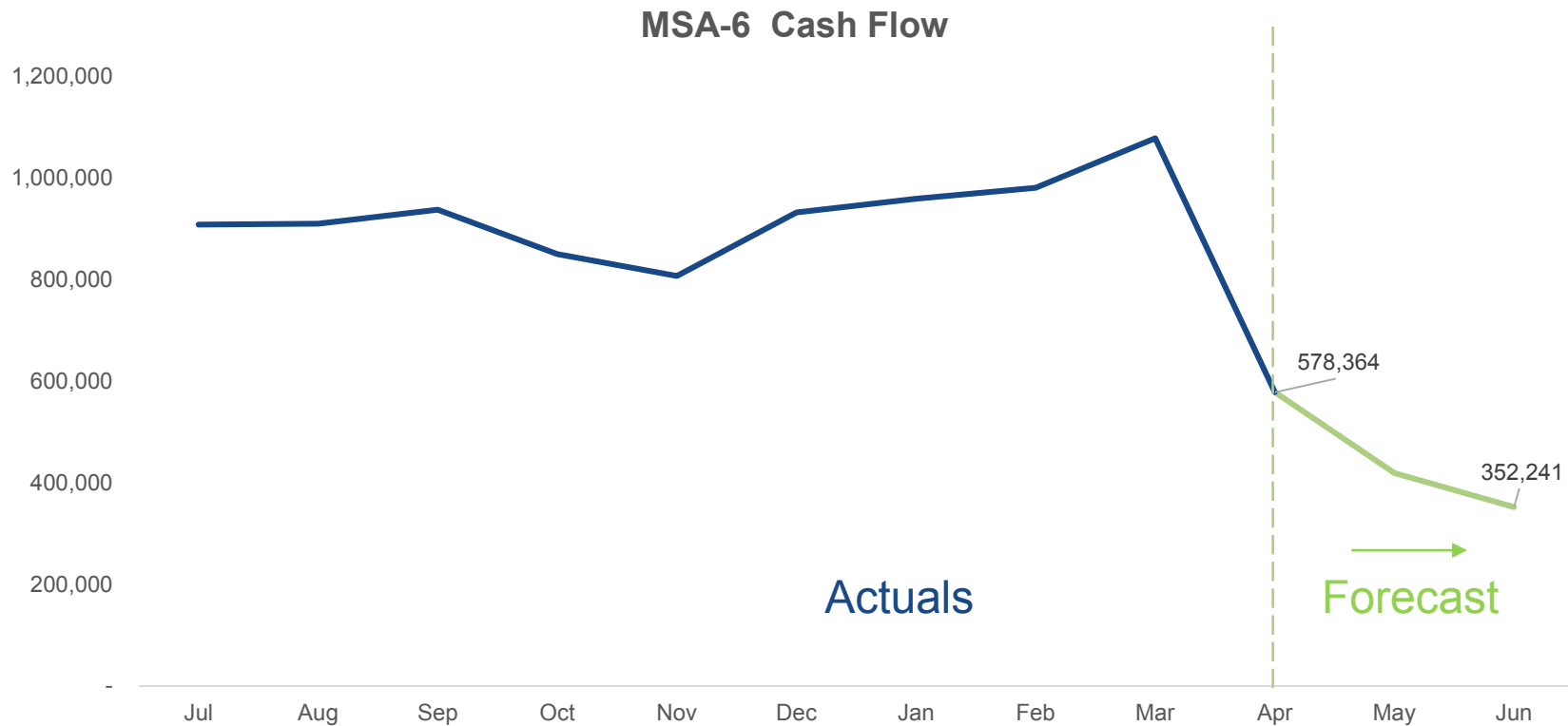
MSA-5 Cash Flow Forecast

Ending cash balance as of 4/30 was \$588,435, and forecasted ending cash balance as of 6/30 is \$442,789



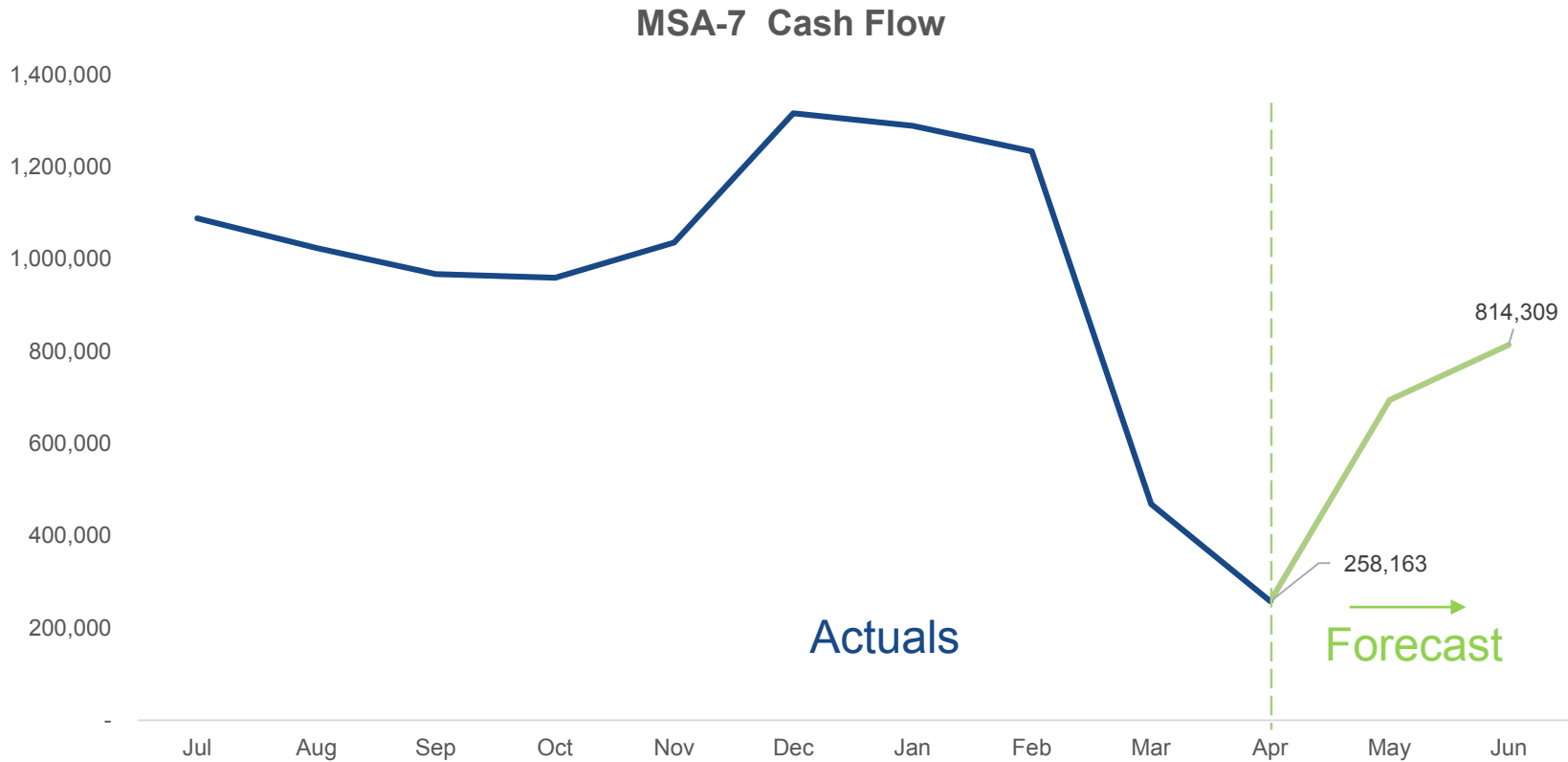
MSA-6 Cash Flow Forecast

Ending cash balance as of 4/30 was \$578,364, and forecasted ending cash balance as of 6/30 is \$352,241



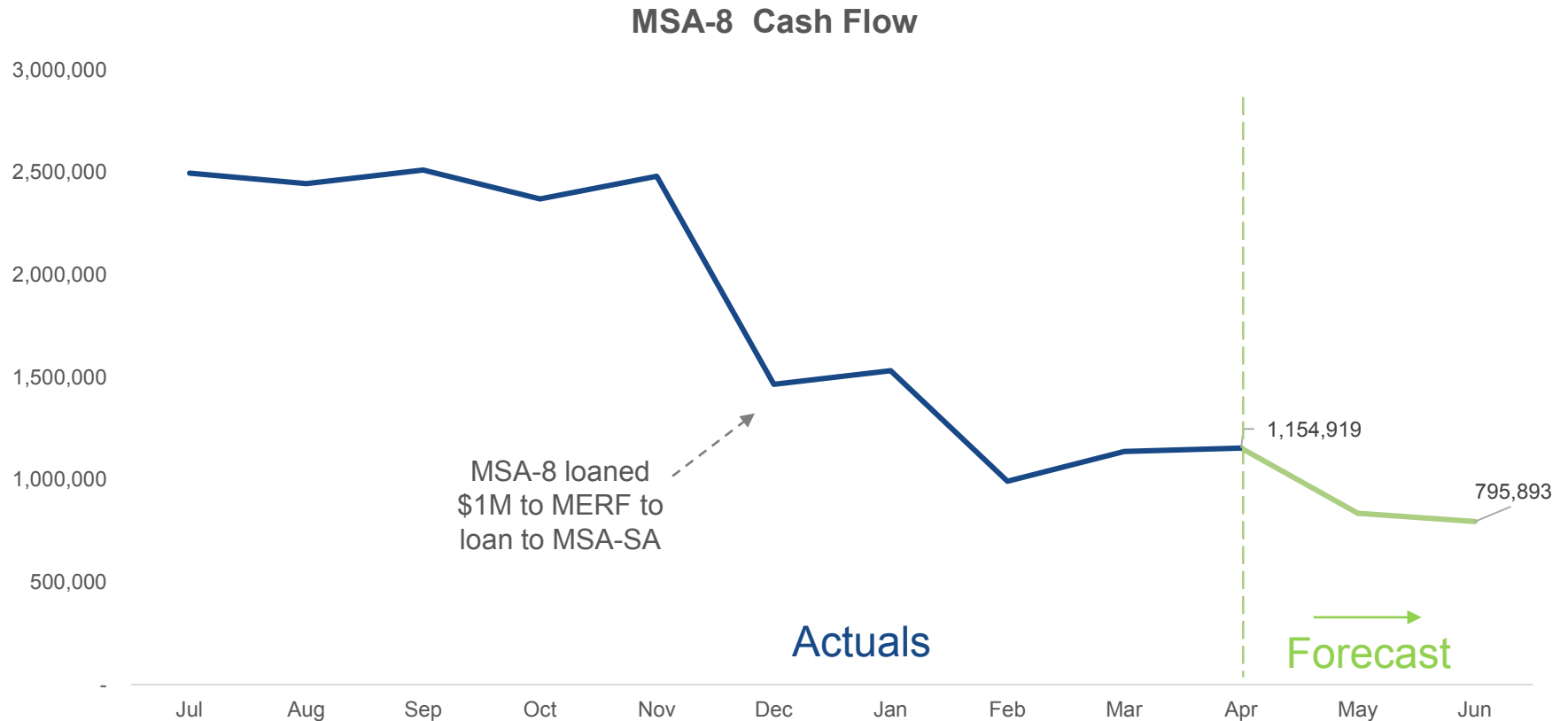
MSA-7 Cash Flow Forecast

Ending cash balance as of 4/30 was \$258,163, and forecasted ending cash balance as of 6/30 is \$814,309



MSA-8 Cash Flow Forecast

Ending cash balance as of 4/30 was \$1,154,919, and forecasted ending cash balance as of 6/30 is \$795,893





MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	III A
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Interim Chief Academic Officer
RE:	Title III Improvement Plan

Proposed Board Recommendation

I move that the board approve the changes and updates to the MPS Title III Improvement Plan.

Background

Attached is the current Title III Improvement Plan (Year 4) due to the state June 30, 2016. All items indicated in yellow indicate updates and changes made to the existing Title III Improvement Plan, and that require board review and approval. Additionally, we are still waiting on our eligibility for Title III funds from the state.

Budget Implications

There are no budget implications.

Name of Staff Originator:

Nicole Vasquez, English Language Coordinator

Attachments

Title III Improvement Plan

Title III LEA Plan Performance Goal 2

All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: _____ LEA Name: **Magnolia Science Academy 1 (Title III Lead)** Title III Improvement Status: **Year 4**

Fiscal Year: _____ EL Amount Eligibility: **Pending** Immigrant Amount Eligibility: **Pending**

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How the LEA will:

A. Required Content	Implement programs and activities in accordance with Title III Title III Funds Apportioned to Consortium Lead (Magnolia Science Academy 1): In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English language learners (ELLs) and teachers of English language learners at all consortium-member schools (11 in total). The EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all ELL services are being delivered at each member school. Specifically, the EL Coordinator will provide the following services to member schools: • Maintain, evaluate, and improve the EL Master Plan and EL Program • Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process • Oversee adoption and implementation of EL curriculum • Oversee the Title III improvement plan, and any other Title III requirements • Support ELD/ELA teachers by providing feedback, coaching, and professional development • Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELLs • Attend ELL-related professional development and share resources with teachers and school leaders
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English Language Learner Master Plan & Program Implementation:

The CELDT is administered during the first 4 weeks of the school year, based on the responses provided in the Home Language Survey.

Students who enter MPS with CELDT scores in the beginning, early intermediate, or low intermediate proficiency levels (1-2), with a limited number of school enrollment years will be placed in an English Language Development Class. Limited English Proficient (LEP) students have access to a multitude of additional intervention and support programs. Our goal is to accelerate their English language proficiency to facilitate their successful transition to mainstream English classes.

Students who enter MPS with CELDT scores in the high intermediate, early advanced, or advanced levels (3-5) of language proficiency are placed in Mainstream English classes and receive English Language Development (ELD) through the use of Specially Designed Academic Instruction in English (SDAIE) strategies. Scaffolds are implemented as needed in these classrooms which include strategies in accessing prior knowledge, pre-teaching vocabulary, use of visuals/realia, study guides, graphic organizers, and differentiating the language of classroom presentations and reading materials. Students are organized according to their English Language proficiency level and given appropriate English Language Development (ELD) instruction along with native English speakers.

As part of MPS's monitoring program, the CELDT examination is administered annually to students who are identified as English Language Learners. MPS monitors students' CELDT, State Assessment, and MAP results along with teacher recommendations to monitor student progress towards successful reclassification. MPS strives to reclassify EL students expeditiously but appropriately, and has established a school-wide literacy enrichment program to support the use of academic vocabulary across content areas for all students.

During weekly professional development meetings that include all stakeholders at the school and within the Magnolia Educational and Research Foundation (the organization), discussion takes place around reviewing data and student work, as well as monitoring student achievement across all grade levels and sub-groups. Our principal, Chief Academic Officer, EL Coordinator, Department Chairs, and teachers review CELDT results and closely monitor these students during weekly development meetings, and daily via CoolSIS (our SIS system) in order to provide additional academic supports, assess academic progress in all subjects, and assess students for reclassification. Our CoolSIS system is accessible to school staff, students, and parents, and is updated daily.

During summer professional development training, the entire school staff reviews student achievement data, including state assessment data, CELDT, benchmark assessments, and other diagnostic assessments. The staff disaggregates data by sub-group, grade level, and subject. The goal is to provide all stakeholders with the information needed to guide instruction, professional development training, and academic supports for students in the upcoming school year. In addition, MSA-1 reviews all data to assess if the school has met the annual measurable objectives and sets goals for raising student achievement along with developing an academic plan in order to reach those goals.

MPS is continuously involved in a school-wide self-study reflection that focuses on what students are learning, how are they learning, and using data to assess the schools instructional and curricular focus towards raising student achievement. If the school has not met annual goals, then a strategic plan with a timeline is developed to clearly address each goal and criteria with the inclusion and feedback of teachers, resource specialists, the Chief Academic Officer, principal, CELDT Coordinator, and EL Coordinator.

Description of New Curriculum:

Description of McGraw Hill Curriculum:

ELA--

Elementary:

Wonders Program with ELD (description needed)

Secondary:

StudySync is a web-delivered product designed to increase reading, writing, and critical thinking with award-winning lessons aligned to the Common Core Standards for grades 4 - 12.

- Product Features:
- Extensive Digital Library
- Online access to hundreds of classic and contemporary texts—both fiction and nonfiction—based on the Common Core.
- Weekly Writing Practice
- StudySync’s “Blasts” challenge students to analyze topics of current cultural significance, giving them the opportunity to voice informed opinions on topics that matter.
- Online Writing and Peer Review
- A proprietary process designed to improve reading and writing skills and increase the amount of time students spend engaged with subject matter from all curricular areas.

- Common Core Assignments & Assessments
- Teacher-created writing prompts and assessment rubrics that align learning objectives and outcomes directly to the Common Core.
- Award-Winning Multimedia Lessons
- High quality media-driven lessons with explicit instruction as well as engaging models of academic discussion and collaboration.
- Flexible Instructional Models
- Classroom management tools allow for scaffolding, differentiated instruction, and multiple assessments.

Math –

Elementary:

The tenth edition of *Mathematics for Elementary Teachers: A Conceptual Approach* continues the innovative time-tested approach of the previous editions: an emphasis on learning via specific, realistic examples and the extensive use of visual aids, hands-on activities, problem-solving strategies and active classroom participation. Features of the text focus on ensuring that prospective teachers will gain not only a deeper understanding of the mathematical concepts, but also a better sense of the connections between their college math courses and their future teaching experiences, along with helpful ideas for presenting math to their students in a way that will generate interest and enthusiasm. The text draws heavily on Common Core Standards and contains many pedagogical elements designed to foster reasoning, problem- solving and communication skills.

Connect for Messersmith, Beginning and Intermediate Algebra with P.O.W.E.R. Learning, 4e

Beginning and Intermediate Algebra by Sherri Messersmith has been widely implemented in schools across the country. The 4th edition has been updated and expanded to include a study skills component. The P.O.W.E.R. framework is integrated into each section and new study strategies and exercises are tied to every chapter. The conversational writing style practical applications innovative student resources and expanded Connect Math content makes this an appealing and very teachable option for faculty. The P.O.W.E.R. Framework. What makes P.O.W.E.R. a unique tool for the classroom? A major challenge in developmental courses is that students at this level struggle with basic study skills and habits. Maybe this is one of their first college courses or perhaps they are adults returning to school after a long absence. Either way many of the individuals taking this course don't know how to be good students. Instructors often don't have the time the resources or the expertise to teach success skills AND the math concepts. The new team of Messersmith,

Perez and Feldman offer a scientifically based approach to meet this challenge. The P.O.W.E.R. Learning Framework was developed by successful author psychologist student success instructor and researcher Bob Feldman. It is a method of accomplishing any task using five simple and consistent steps. Prepare. Organize. Work. Evaluate. Rethink. This framework is integrated at every level of the text to help students successfully learn math concepts while at the same time developing habits that will serve them well throughout their college careers and in their daily lives.

Grade Levels 8-12

Carefully designed to the Common Core State Standards and Standards for Mathematical Practices, *CorePlus Mathematics: Contemporary Mathematics in Context* is the newest revision to Core-Plus Mathematics Program's (CPMP) four-year integrated mathematics program originally funded by the National Science Foundation. Featuring problem-based, inquiry-oriented and technology-rich applications, *CorePlus Mathematics* promotes student-centered active learning, teamwork and communication to prepare them for success in college, in careers and in daily life.

This new edition features content focused on algebra and functions, statistics and probability, geometry and trigonometry, and discrete mathematics in each course with integrated use of CPMP-Tools software and graphing calculators in each course complemented by newly updated Course 1-4 texts and interactive digital content.

Hold the school sites accountable:

Magnolia Public Schools has hired an EL Coordinator to monitor Title III accountability. Please see detailed description in the first category of Part A. In addition to the aforementioned description of duties, the EL Coordinator will support schools with accountability by implementing the following items:

- Create Title III binders for each school site with a calendar of notifications, procedures for notifying parents of ELLs, certifications for notices mailed, attendance sheets for PD and parent meetings/workshops, etc. - EL Coordinator will check these binders for required updates during each site visit.
- CALPADS data entry certification – EL Coordinator will work with school site leaders and the executive office manager to ensure and certify the timely submission of all CALPADS data pertaining to ELLs
- Certify the timely submission of all Title III notifications mailed to parents of ELLs
- Conduct walk-throughs of classrooms to ensure program fidelity; provide coaching and feedback to teachers
- Support teachers with progress monitoring of ELLs and provide a framework for progress monitoring
- Train site coordinators – coach teachers, shared responsibility

Promote parental and community participation in programs for ELs:

In order to promote parent and community involvement in programs for our ELL students, MPS member schools will:

- At the beginning of the school year: Host a meeting for parents of ELLs that discusses and outlines school expectations, the MPS EL Program, annual notifications, and enrichment opportunities for ELLs, as well as provides parents with an opportunity to network and ask questions
- Provide necessary translation services as needed

	• Host relevant workshops designed to facilitate parent involvement – examples of topics include: college applications, study skills, computer literacy, extracurricular activities and enrichment, and parent resources and associations (ex. California Association of Bilingual Education – conference for parents and educators, Colorin Colorado) • Implement the Parent College Program – Parent College is a parent empowerment workshop series designed to improve parents’ understanding of the education system so they can become informed advocates for their children’s education. In 2016, Parent College will serve over 500 parents in Magnolia Schools in six communities in Reseda, Northridge, Van Nuys, Culver City, Bell, and Santa Ana. We will work diligently to create a Parent College experience that responds to the specific community’s needs.
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How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
B. Required Content	Provide high quality language instruction MPS EL Coordinator will carry out all duties described in Category A to ensure that high quality language instruction is taking place in our schools. See description of Curriculum and ELD Program in Category A.	MPS Chief Academic Officer MPS EL Coordinator School Leaders ELD Coordinators Teachers	Salaries Supplemental Materials	Pending	<i>Title III Funds (MPS EL Coordinator) – See category A</i> General Purpose Categorical Block Grant Title I Funds
	Provide high quality professional development MPS EL Coordinator will carry out all duties described in Category A to ensure that high quality professional development is taking place in our schools. Additionally, EL Coordinator will share PD opportunities with MPS staff and school leaders. Teachers will continue to receive 18 hours of ELD professional development per year. See Category A.	MPS Chief Academic Officer MPS EL Coordinator School Leaders ELD Coordinators Teachers	Salaries Supplemental Materials	Pending	<i>Title III Funds (MPS EL Coordinator) – See Category A</i> General Purpose Categorical Block Grant Title I Funds

C. Required for Year 2	Goal 2 Improvement Plan Addendum* (IPA) for items A-B: Please describe the factors contributing to failure to meet desired accountability measures.				
D. Required for Year 4	Goal 2 IPA* for items A-B: Please describe the factors contributing to failure to meet desired accountability measures. Needs Assessment to be completed during next training session.				
	Please describe all required modifications to curriculum, program, and method of instruction. <u>Changes to Curriculum:</u> Magnolia Public Schools has purchased new curriculum for both ELA and Math from McGraw Hill. Included in the ELA Program is an integrated and designated program for ELD. MPS teachers will be using the McGraw Hill curriculum and will supplement using existing, available resources and texts. All teachers using this curriculum/program will be trained by McGraw Hill on correct implementation, as well as utilizing the ELD components and online resources. <u>Changes to Instruction:</u> INTEGRATED Teachers will be trained on a research-based, field-tested framework for supporting ELL growth in content and language. This framework was developed by Dr. Persida Himmele and Dr. William Himmele, two educators who have extensive and successful experience with ELLs. Their framework	MPS Chief Academic Officer MPS EL Coordinator School Leaders ELD Coordinators Teachers	Curriculum Supplemental Materials	Pending	General Purpose Categorical Block Grant Title I Funds

	is carefully broken down in the book <i>The Language Rich Classroom</i> and is “<i>meant to empower teachers who haven’t been formally trained in ESL with planning tools that make content comprehensible to their English language learners,</i>” while “<i>providing ELLs with opportunities to build up their academic language</i>” in the content classroom. Although the framework was developed for ELLs, it is beneficial to all learners. The framework is made up of components that are broken up into five areas around the acronym CHATS: C – Content Reading Strategies H – Higher Order Thinking Skills A – Assessment T – Total Participation Techniques S – Scaffolding Strategies This framework is designed to work in mixed, multilingual classrooms and the book provides resources and examples of how teachers can use each component in their planning. The MPS EL Coordinator will work with the site-level ELD Coordinators to train teachers and provide them with the resources needed to implement this framework. • Integrated ELD is built into our new curriculum for ELA (McGraw Hill’s StudySync). McGraw Hill will provide teacher training on how to use this new integrated ELD tool. Training will take place during our Summer PD. • Myon Reading Program has been added as an option for schools interested in an alternative to the Accelerated Reader Program or Achieve 3000 Program. Myon provides access to bilingual texts and ELD support.				
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	DESIGNATED: • All students who are Level 1 and 2 ELLs will receive one full class period of Designated ELD per day. • Where available, these students will receive primary language support in the designated classroom. • Teachers will use DuoLingo and other online language acquisition programs to help newcomers. • Teachers will emphasize academic vocabulary in the designated ELD classroom. • McGraw Hill will provide training on the designated component of Study Sync. • ELD teachers may continue to supplement the new McGraw Hill ELD curriculum with existing resources.				
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LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students *Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities				
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:			
		EL Estimated Costs Total:			

Plan to Provide Services for Immigrant Students

Please complete this table <u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families *Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities Entitlements vary significantly per member school. Magnolia Public Schools will use supplemental immigrant funds for the following supplemental activities: • Additional tutoring for newcomers • Counseling and mentoring services • Language acquisition programs • Academic vocabulary development (ex. Kate Kinsella workbooks)	MPS Chief Academic Officer MPS EL Coordinator School Leaders ELD Coordinators Teachers Parents		Entitlements vary per school. Amounts will be listed below once we receive preliminary information.	Title III Immigrant Funds

	Primary language assessments and support, as needed (ex. Ballard & Tighe)	Timeline: Ongoing			
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		TBD	
		Immigrant Estimated Costs Total:		TBD	



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	III B
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Director of Accountability
RE:	MPS Math Placement Policy

Proposed Board Recommendation

I move that the Board approve the “MPS Math Placement Policy.”

Background

Senate Bill 359: CA Mathematics Placement Act of 2015 bill requires governing boards that serve students entering grade 9 and that have not adopted a fair, objective, and transparent math placement policy as of January 1, 2016, to, before the beginning of the 2016-17 school year, develop and adopt, in a regularly scheduled board meeting, a fair, objective, and transparent mathematics placement policy for students entering grade 9 with specified elements.

Attached policy describes math placement and acceleration that we propose for MPS starting in the 2016-17 school year. The policy addresses all specified elements in the senate bill which are:

1. Use multiple objective academic measures of student performance for placement
2. Include at least one placement checkpoint within the first month of the school year to ensure accurate placement
3. Examine aggregate student placement data annually to ensure students who are qualified to progress in math based on performance are not held back on the basis of their race, ethnicity, gender, or socio-economic background
4. Offer clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement
5. For non-unified school districts, addresses the consistency of math placement policies between elementary and HS districts



MAGNOLIA PUBLIC SCHOOLS

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Budget Implications

Schools have already budgeted math teacher, curriculum, PD needs in their budgets.

Name of Staff Originator:

David Yilmaz, Director of Accountability

Attachments

MPS Math Placement Policy

MAGNOLIA PUBLIC SCHOOLS (MPS) MATHEMATICS PLACEMENT POLICY

A. Mathematics Placement Policy for Students Entering Grade 9

This policy of the Magnolia Educational & Research Foundation dba Magnolia Public Schools (the “Charter School”) Board of Directors (“Board”) has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:
 - a. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress (“CAASPP”);
 - b. Placement tests that are aligned to state-adopted content standards in mathematics;
 - c. Recommendation, if available, of each student’s 8th grade mathematics teacher based on classroom assignment and grades;
 - d. Recommendation, if any, of each student’s 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
 - e. Final grade in mathematics on the student’s official, end of the year 8th grade report card;
 - f. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.
2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher’s mathematics class. The teacher’s assessment will take into consideration factors which may include, but are not limited to, the student’s MAP test scores, classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student’s parent/legal guardian, and/or the student’s other teachers regarding the student’s mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.
3. The Charter School Principal, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Charter School shall annually report the aggregate results of this examination to the Charter School Board.
4. The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student’s placement, as follows:

- a. A parent/legal guardian of any 9th grade student may submit a written request to the Charter School Principal, or his or her designee, that:
 - i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Charter School Principal or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
 - ii. Requests that the student retake the placement test, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.
 - iii. Requests that the student retake the 8th grade end of course final mathematics assessment, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.
 - iv. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt, the Charter School Principal or designee shall respond in writing to the parent/legal guardian's request. The Principal or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the Principal or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Principal shall specify the mathematics course or level recommended for the student. The Principal's or designee's response must provide the determination as well as the objective academic measures that the Principal or designee relied upon in making that determination.
 - b. Notwithstanding the foregoing, if the Principal or designee requires additional time to respond to a parent/legal guardian's request, the Principal or designee will provide a written response indicating that additional time is needed. In no event shall the Principal's or designee's response time exceed one (1) month.
 - c. If, after reconsideration of the student's mathematics placement by the Principal or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Principal or designee, acknowledging and accepting responsibility for this placement.
5. The Charter School shall ensure that this mathematics placement policy is posted on its website.
 6. This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

B. Mathematics Curriculum and Pathways

The math curriculum at the Charter School is based on the California Common Core State Standards: Mathematics (CA CCSSM) and reflect the importance of **focus**, **coherence**, and **rigor** as the guiding principles for mathematics instruction and learning. These standards will be fully implemented and assessed as a commitment to providing a world-class education for all students that supports college and career readiness and the knowledge and skills necessary to fully participate in the twenty-first-century global economy.

The standards call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing “habits of mind” that foster mastery of mathematics content as well as mathematical understanding. The standards for kindergarten through grade 8 prepare students for higher mathematics. The standards for higher mathematics reflect the knowledge and skills that are necessary to prepare students for college and careers and productive citizenship.

The math instruction at the Charter School will focus deeply on the concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom. Coherence will be provided through mathematical connections. Some of the connections in the standards knit topics together at a single grade level. Most connections are vertical, as the standards support a progression of increasing knowledge, skill, and sophistication across the grades. Teachers will approach conceptual understanding, procedural skill and fluency, and application with equal intensity, providing instruction with rigor and relevance. In short, the math instruction at the Charter School will meet the challenges of the twenty-first century through innovation.

Requirements for graduation:

In grades 6 through 8, students are required to take core mathematics courses each year. In grades 9 through 12, the Charter School math course requirements are threefold:

- 1) Credit requirements:** MPS requires at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. Some of these credits can be earned in middle school.
- 2) Year requirements:** MPS requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma (*state requirement*) and at least three years in grades nine through twelve for an advanced or honors diploma. For example; a student may take Mathematics-I or Algebra I in seventh grade, Mathematics II or Geometry in eighth grade, and Mathematics III or Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.
- 3) Course requirements:** Students need to complete three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry before graduation. Integrated math courses fulfill this requirement.

Pathways:

Charter School will strive to provide the following pathways depending on student levels, needs/demands and availability of teachers and resources.

Pathway	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Regular Pathway	Math 6	Math 7	Math 8	Integrated Math I or Algebra I	Integrated Math II or Geometry	Integrated Math III or Algebra II	Electives *
Accelerated Pathway 1	Math 6	Accelerated Math 7/8 **	Integrated Math I ** or Algebra I	Integrated Math II or Geometry	Integrated Math III or Algebra II	Electives *	Electives *
Accelerated Pathway 2	Accelerated Math 6/7 ***	Integrated Math I *** or Algebra I	Integrated Math II or Geometry	Integrated Math III or Algebra II	Electives *	Electives *	Electives *
Further Acceleration	In some cases, entering sixth graders may be capable of beginning high school Integrated Math I (or Algebra I) and MPS is eager to accommodate these gifted students. Please see section titled “Middle School Math Placement” below for details.						

* Electives include Integrated Math IV/Precalculus, AP Calculus AB, AP Calculus BC, AP Statistics, and other math courses depending on student levels, needs/demands and availability of teachers and resources.

** In Accelerated Pathway 1, grades 7, 8, and 9 are compacted into grades 7 and 8 (a 3:2 compaction).

*** In Accelerated Pathway 2, grades 6, 7, 8, and 9 are compacted into grades 6 and 7 (a 4:2 compaction). Math 8 is bridged between grades 6 and 7 with the option of a summer math bridge course.

Integrated vs. Traditional Pathway

Depending on students’ math backgrounds and surrounding schools’ pathways, Charter School may elect to follow the traditional mathematics pathway over the integrated mathematics pathway where Algebra I, Geometry, Algebra II, and Precalculus courses replace Integrated Math I, II, III, and IV courses.

Middle school courses reflect California Common Core State Standards: Mathematics (CA CCSSM). Students on the regular pathway will be enrolled in common core Math 6, Math 7, and Math 8 courses. These courses follow a focus and coherent progression that builds from one year to the next. The accelerated pathway is for students who show mastery of grade-level standards. According to the Common Core State Standards Initiative, “Decision to accelerate students into higher mathematics before ninth grade must require solid evidence of mastery of prerequisite CCSSM. Compacted [accelerated] courses should include the same CCSS as the non-compacted courses.” (Common Core State Standards Initiative, Appendix A, 2010).

Students will have opportunities to accelerate in middle and high school. In the recommended accelerated pathway, i.e., Accelerated Pathway 1, three years of math are combined into two math courses. Standards are not cut or skipped but compacted, requiring students to learn at a faster pace. It is not recommended to compact the standards before grade seven to ensure that students are developmentally ready for accelerated content. Learning math properly requires thorough understanding at each step so that complex material down the road can be tackled successfully. Notwithstanding the above, the Charter School will design a special pathway, i.e., Accelerated Pathway 2, for those few highest achieving sixth graders who are developmentally ready for further acceleration. In Accelerated Pathway 2, four years of content is compacted into two years allowing students to complete Integrated Math I (Algebra I) by the end of seventh grade.

Students entering grade 9 who completed Integrated Math I (Algebra I) in grade 8 successfully shall be placed in Integrated Math II (Geometry) in grade 9, and those who completed Integrated Math II (Geometry) in grade 8 shall be placed in Integrated Math III (Algebra II) in grade 9. Integrated Math I (Algebra I) and Integrated Math II (Geometry) courses taken in middle school will each be awarded ten (10) high school credits in mathematics.

The Charter School will offer math electives to students who have completed Integrated Math III (Algebra II). These include, but are not limited to, Integrated Math IV (Precalculus), AP Calculus AB, AP Calculus BC, AP Statistics, and other math courses depending on student levels, needs/demands, and availability of teachers and resources.

Middle School Math Placement:

The following are guidelines regarding student placement in math courses. Charter School will make a careful consideration of multiple data points to make a decision in the best interests of the students.

Students Entering Grade 6:

- A) Accelerated Math 6/7: Grade 5 students transitioning to grade 6 and meeting specific requirements and criteria for acceleration may be placed in Accelerated Math 6/7. The criteria for placing students into the Accelerated Math 6/7 course include:

- Score of 4 out of 4 (or a minimum grade of “A-” or 90%) in math on final report card for grade 5
- Overall score of “Standard Exceeded” in math on the summative assessment through the California Assessment of Student Performance and Progress (“CAASPP”) in grade 5
- Minimum Spring MAP test score that corresponds to a performance level of 4 (“Standard Exceeded”) in grade 5 (when applicable)
- Mandatory parent education meeting attendance to gain understanding of the expectations of the accelerated pathways and signed acceleration agreement (see attachment)

Once all of the above criteria are met, a student will be eligible to take the 6th grade placement examination which includes SBAC-like questions and performance tasks.

- Student must earn a score of “Proficient” in all parts of the placement examination to be placed in Accelerated Math 6/7.

- B) In some cases, entering sixth graders may be capable of beginning high school Integrated Math I (or Algebra I) and MPS is eager to accommodate these gifted students. Therefore, upon satisfaction of the criteria listed

under A) and successful passage of a Math I (Algebra I) placement test, students will be placed in a high school Math I (Algebra I) course as a cohort, by integration into an out of grade level assignment, or through mentored independent study. Likewise, some students may have the capacity to move at a faster pace through the material requiring consolidation of High School Algebra I with Geometry or Algebra II. MPS will in all cases accommodate the needs of these gifted students through classes or mentored independent study.

- C) All other entering sixth graders shall be placed in common core Math 6.

Students Entering Grade 7:

- A) Integrated Math I: Grade 6 students transitioning to grade 7 and meeting specific requirements and criteria for acceleration may be placed in Integrated Math I. The criteria for placing students into the Integrated Math I course include:
- Score of 3 out of 4 (or a minimum grade of “B-” or 80%) in Accelerated Math 6/7 course on final report card for grade 6
 - Overall score of “Standard Exceeded” in math on the summative assessment through the California Assessment of Student Performance and Progress (“CAASPP”) in grade 6
 - Minimum Spring MAP test score that corresponds to a performance level of 4 (“Standard Exceeded”) in grade 6 (when applicable)
 - Mandatory parent education meeting attendance to gain understanding of the expectations of the accelerated pathways and signed acceleration agreement (see attachment)
- B) Integrated Math II or above: Those gifted entering seventh graders who successfully completed a high school math course in grade 6 shall be placed in an appropriate next level math course. Successful completion includes the criteria listed under A) as applicable to the course taken in grade 6.
- C) Accelerated Math 7/8: Grade 6 students transitioning to grade 7 and meeting specific requirements and criteria for acceleration may be placed in Accelerated Math 7/8. The criteria for placing students into the Accelerated Math 7/8 course include:
- Score of 4 out of 4 (or a minimum grade of “A-” or 90%) in common core Math 6 course on final report card for grade 6
 - Overall score of “Standard Exceeded” in math on the summative assessment through the California Assessment of Student Performance and Progress (“CAASPP”) in grade 6
 - Minimum Spring MAP test score that corresponds to a performance level of 4 (“Standard Exceeded”) in grade 6 (when applicable)
 - Mandatory parent education meeting attendance to gain understanding of the expectations of the accelerated pathways and signed acceleration agreement (see attachment)
- D) All other entering seventh graders shall be placed in common core Math 7.

Students Entering Grade 8:

- A) Integrated Math II: Grade 7 students transitioning to grade 8 and meeting specific requirements and criteria for acceleration may be placed in Integrated Math II. The criteria for placing students into the Integrated Math II course include:
- A minimum grade of “C” or 70% in Integrated Math I course on final report card for grade 7
 - Overall score of “Standard Exceeded” in math on the summative assessment through the California Assessment of Student Performance and Progress (“CAASPP”) in grade 7
 - Minimum Spring MAP test score that corresponds to a performance level of 4 (“Standard Exceeded”) in grade 7 (when applicable)
 - Mandatory parent education meeting attendance to gain understanding of the expectations of the accelerated pathways and signed acceleration agreement (see attachment)
- B) Integrated Math III or above: Those gifted entering eighth graders who successfully completed Integrated Math II or above in grade 7 shall be placed in an appropriate next level math course. Successful completion includes the criteria listed under A) as applicable to the course taken in grade 7.
- C) Integrated Math I: Grade 7 students transitioning to grade 8 and meeting specific requirements and criteria for acceleration may be placed in Integrated Math I. The criteria for placing students into the Integrated Math I course include:
- A minimum grade of “B-” or 80% in Accelerated Math 7/8 course on final report card for grade 7
 - Overall score of “Standard Exceeded” in math on the summative assessment through the California Assessment of Student Performance and Progress (“CAASPP”) in grade 7
 - Minimum Spring MAP test score that corresponds to a performance level of 4 (“Standard Exceeded”) in grade 7 (when applicable)
 - Mandatory parent education meeting attendance to gain understanding of the expectations of the accelerated pathways and signed acceleration agreement (see attachment)
- D) All other entering eighth graders shall be placed in common core Math 8.

Continuing the Accelerated Pathways:

The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers will assess the mathematics placements for each student assigned to the teacher’s mathematics class. The teacher’s assessment will take into consideration factors which may include, but are not limited to, the student’s MAP test scores, classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student’s parent/legal guardian, and/or the student’s other teachers regarding the student’s mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

As explained above, the Charter School will provide at least one (1) placement checkpoint within the first month of the school year and will continue to assess the mathematics placements for each student. The Charter School will make a careful consideration of multiple data points to make a decision in the best interests of the students. The following are minimum criteria that must be met by a student to remain in the current mathematics placement:

- Minimum grade of “B-” or 80% on current class grade and on each progress/report card
- Minimum Fall/Winter MAP test score that corresponds to a performance level of 3 (“Standard Met”) for grade level (when applicable)
- Teacher recommendation
- Administrator recommendation

Linking Data Table: Smarter Balanced & MAP¹:

Northwest Evaluation Association™ (NWEA™) completed a study to connect RIT scores from Measures of Academic Progress® (MAP®) interim assessments with the scale of Smarter Balanced Assessment Consortia (Smarter Balanced) summative assessments in math and English language arts (ELA).

This linking data table conveys this valuable information so you can see where your students are now, develop growth goals for the coming year, and create instructional strategies to meet them. Data from your fall, winter, and spring MAP administrations will show you how your students are growing toward those goals and guide instructional decisions to keep students on track.

Following is a table that shows concordance between MAP RIT scores and Smarter Balanced cut scores. This table will update as new data becomes available.

Concordance between MAP RIT scores and Smarter Balanced cut scores

Subject	Grade	Smarter Balanced				MAP RIT			
		Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
		Not Met	Nearly Met	Met	Exceeded	Not Met	Nearly Met	Met	Exceeded
ELA	3	2114–2366	2367–2431	2432–2489	2490–2623	100–190	191–201	202–210	211–350
	4	2131–2415	2416–2472	2473–2532	2533–2663	100–199	200–208	209–216	217–350
	5	2201–2441	2442–2501	2502–2581	2582–2701	100–203	204–213	214–224	225–350
	6	2210–2456	2457–2530	2531–2617	2618–2724	100–205	206–217	218–230	231–350
	7	2258–2478	2479–2551	2552–2648	2649–2745	100–209	210–221	222–234	235–350
	8	2288–2486	2487–2566	2567–2667	2668–2769	100–211	212–224	225–238	239–350
Math	3	2189–2380	2381–2435	2436–2500	2501–2621	100–193	194–203	204–214	215–350
	4	2204–2410	2411–2484	2485–2548	2549–2659	100–201	202–216	217–228	229–350
	5	2219–2454	2455–2527	2528–2578	2579–2700	100–213	214–228	229–237	238–350
	6	2235–2472	2473–2551	2552–2609	2610–2748	100–216	217–229	230–239	240–350
	7	2250–2483	2484–2566	2567–2634	2635–2778	100–220	221–234	235–245	246–350
	8	2265–2503	2504–2585	2586–2652	2653–2802	100–227	228–241	242–251	252–350

¹ <https://www.nwea.org/content/uploads/2015/11/Smarter-Balanced-and-MAP-Linking-Data-Table-One-Sheet-NOV15.pdf>

High School Math Placement:

As explained in Section A of this policy, in determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

- a. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress (“CAASPP”);
- b. Placement tests that are aligned to state-adopted content standards in mathematics;
- c. Recommendation, if available, of each student’s 8th grade mathematics teacher based on classroom assignment and grades;
- d. Recommendation, if any, of each student’s 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
- e. Final grade in mathematics on the student’s official, end of the year 8th grade report card.

Students entering grade 9 are normally placed in Integrated Math I (Algebra I). Those students who completed Integrated Math I (Algebra I) in grade 8 successfully shall be placed in Integrated Math II (Geometry) in grade 9, and those who completed Integrated Math II (Geometry) in grade 8 shall be placed in Integrated Math III (Algebra II) in grade 9. Integrated Math I (Algebra I) and Integrated Math II (Geometry) courses taken in middle school will each be awarded ten (10) high school credits in mathematics.

The Charter School will offer math electives to students who have completed Integrated Math III (Algebra II). These include, but are not limited to, Integrated Math IV (Precalculus), AP Calculus AB, AP Calculus BC, AP Statistics, and other math courses depending on student levels, needs/demands, and availability of teachers and resources.

Mathematics Courses:

MATHEMATICS	
MATH 6	MATH 7
In Grade 6, instructional time will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.	In Grade 7, instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.
MATH 8	ACCELERATED MATH 6/7
In Grade 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.	This course compacts 6 th and 7 th grade standards and it contains content from 8 th grade. While coherence is retained, in that it logically builds from the 6 th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
ACCELERATED MATH 7/8	INTEGRATED MATHEMATICS I
This course differs from the non-accelerated 7 th grade course in that it contains content from 8 th grade. While coherence is retained, in that it logically builds from the 6 th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.	The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout

	each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Relationships Between Quantities; 2) Linear and Exponential Relationships; 3) Reasoning with Equations; 4) Descriptive Statistics; 5) Congruence, Proof, and Constructions; 6) Connecting Algebra and Geometry through Coordinates.
INTEGRATED MATHEMATICS II	INTEGRATED MATHEMATICS III
The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Extending the Number System; 2) Quadratic Functions and Modeling; 3) Expressions and Equations; 4) Applications of Probability; 5) Similarity, Right Triangle Trigonometry, and Proof; 6) Circles With and Without Coordinates.	It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. ³ They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into four units are as follows: 1) Inferences and Conclusions from Data; 2) Polynomial, Rational, and Radical Relationships; 3) Trigonometry of General Triangles and Trigonometric Functions; 4) Mathematical Modeling.
INTEGRATED MATHEMATICS IV	ALGEBRA I
This course prepares students for work in calculus. Topics include: coordinate geometry with analytical methods and proofs; equations and graphs of conic	The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades

sections; rectangular and polar coordinates; parametric equations; vectors; the study of polynomial, logarithmic, exponential, and rational functions and their graphs; induction; limits and rate change; continuity; and problem analysis. The course unifies and emphasizes the structure of mathematics.	standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into five units are as follows: 1) Relationships Between Quantities and Reasoning with Equations; 2) Linear and Exponential Relationships; 3) Descriptive Statistics; 4) Expressions and Equations; 5) Quadratic Functions and Modeling.
GEOMETRY	ALGEBRA II
The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Congruence, Proof, and Constructions; 2) Similarity, Proof, and Trigonometry; 3) Extending to Three Dimensions; 4) Connecting Algebra and Geometry through Coordinates; 5) Circles With and Without Coordinates; 6) Applications of Probability.	Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into four units, are as follows: 1) Polynomial, Rational, and Radical Relationships; 2) Trigonometric Functions; 3) Modeling with Functions; 4) Inferences and Conclusions from Data.

PRECALCULUS	AP STATISTICS
Precalculus weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Topics include linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections in the first semester. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers. Cross-curricular connections are made throughout the course to calculus, art, history, and a variety of other fields related to mathematics.	The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.
AP CALCULUS AB	AP CALCULUS BC
AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.	AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Acceleration Agreement in Mathematics**Student Name:** _____ **Grade:** _____ **Math Placement:** _____**Please check all the boxes below:**

☐ I have read the mathematics placement policy and I understand the high level of expectations from students in the accelerated math pathways.

☐ I understand my child's placement in an accelerated math course.

☐ I understand that my child's placement in an accelerated math course depends on his/her level and availability of staffing, class size, and scheduling.

☐ I understand the following minimum criteria that must be met by a student to remain in the current mathematics placement:

- Minimum grade of "B-" or 80% on current class grade and on each progress/report card
- Minimum Fall/Winter MAP test score that corresponds to a performance level of 3 ("Standard Met") for grade level (when applicable)
- Teacher recommendation
- Administrator recommendation.

☐ I understand that if my child does not meet the criteria to remain in the current mathematics placement he/she may be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

Parent/Guardian Name: _____ Signature: _____ Date: _____

MAGNOLIA PUBLIC SCHOOLS (MPS) MATHEMATICS PLACEMENT POLICY

A. Mathematics Placement Policy for Students Entering Grade 9

This policy of the Magnolia Educational & Research Foundation dba Magnolia Public Schools (the “Charter School”) Board of Directors (“Board”) has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:
 - a. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress (“CAASPP”);
 - b. Placement tests that are aligned to state-adopted content standards in mathematics;
 - c. Recommendation, if available, of each student’s 8th grade mathematics teacher based on classroom assignment and grades;
 - d. Recommendation, if any, of each student’s 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
 - e. Final grade in mathematics on the student’s official, end of the year 8th grade report card;
 - f. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.
2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher’s mathematics class. The teacher’s assessment will take into consideration factors which may include, but are not limited to, the student’s MAP test scores, classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student’s parent/legal guardian, and/or the student’s other teachers regarding the student’s mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.
3. The Charter School Principal, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Charter School shall annually report the aggregate results of this examination to the Charter School Board.
4. The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student’s placement, as follows:

- a. A parent/legal guardian of any 9th grade student may submit a written request to the Charter School Principal, or his or her designee, that:
 - i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Charter School Principal or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
 - ii. Requests that the student retake the placement test, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.
 - iii. Requests that the student retake the 8th grade end of course final mathematics assessment, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.
 - iv. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt, the Charter School Principal or designee shall respond in writing to the parent/legal guardian's request. The Principal or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the Principal or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Principal shall specify the mathematics course or level recommended for the student. The Principal's or designee's response must provide the determination as well as the objective academic measures that the Principal or designee relied upon in making that determination.
 - b. Notwithstanding the foregoing, if the Principal or designee requires additional time to respond to a parent/legal guardian's request, the Principal or designee will provide a written response indicating that additional time is needed. In no event shall the Principal's or designee's response time exceed one (1) month.
 - c. If, after reconsideration of the student's mathematics placement by the Principal or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Principal or designee, acknowledging and accepting responsibility for this placement.
5. The Charter School shall ensure that this mathematics placement policy is posted on its website.
 6. This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

B. Mathematics Curriculum and Pathways

The math curriculum at the Charter School is based on the California Common Core State Standards: Mathematics (CA CCSSM) and reflect the importance of **focus**, **coherence**, and **rigor** as the guiding principles for mathematics instruction and learning. These standards will be fully implemented and assessed as a commitment to providing a world-class education for all students that supports college and career readiness and the knowledge and skills necessary to fully participate in the twenty-first-century global economy.

The standards call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing “habits of mind” that foster mastery of mathematics content as well as mathematical understanding. The standards for kindergarten through grade 8 prepare students for higher mathematics. The standards for higher mathematics reflect the knowledge and skills that are necessary to prepare students for college and careers and productive citizenship.

The math instruction at the Charter School will focus deeply on the concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom. Coherence will be provided through mathematical connections. Some of the connections in the standards knit topics together at a single grade level. Most connections are vertical, as the standards support a progression of increasing knowledge, skill, and sophistication across the grades. Teachers will approach conceptual understanding, procedural skill and fluency, and application with equal intensity, providing instruction with rigor and relevance. In short, the math instruction at the Charter School will meet the challenges of the twenty-first century through innovation.

Requirements for graduation:

In grades 6 through 8, students are required to take core mathematics courses each year. In grades 9 through 12, the Charter School math course requirements are threefold:

- 1) Credit requirements:** MPS requires at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. Some of these credits can be earned in middle school.
- 2) Year requirements:** MPS requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma (*state requirement*) and at least three years in grades nine through twelve for an advanced or honors diploma. For example; a student may take Mathematics-I or Algebra I in seventh grade, Mathematics II or Geometry in eighth grade, and Mathematics III or Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.
- 3) Course requirements:** Students need to complete three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry before graduation. Integrated math courses fulfill this requirement.

Pathways:

Charter School will strive to provide the following pathways depending on student levels, needs/demands and availability of teachers and resources.

Pathway	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Regular Pathway	Math 6	Math 7	Math 8	Integrated Math I or Algebra I	Integrated Math II or Geometry	Integrated Math III or Algebra II	Electives *
Accelerated Pathway 1	Math 6	Accelerated Math 7/8 **	Integrated Math I ** or Algebra I	Integrated Math II or Geometry	Integrated Math III or Algebra II	Electives *	Electives *
Accelerated Pathway 2	Accelerated Math 6/7 ***	Integrated Math I *** or Algebra I	Integrated Math II or Geometry	Integrated Math III or Algebra II	Electives *	Electives *	Electives *
Further Acceleration	In some cases, entering sixth graders may be capable of beginning high school Integrated Math I (or Algebra I) and MPS is eager to accommodate these gifted students. Please see section titled “Middle School Math Placement” below for details.						

* Electives include Integrated Math IV/Precalculus, AP Calculus AB, AP Calculus BC, AP Statistics, and other math courses depending on student levels, needs/demands and availability of teachers and resources.

** In Accelerated Pathway 1, grades 7, 8, and 9 are compacted into grades 7 and 8 (a 3:2 compaction).

*** In Accelerated Pathway 2, grades 6, 7, 8, and 9 are compacted into grades 6 and 7 (a 4:2 compaction). Math 8 is bridged between grades 6 and 7 with the option of a summer math bridge course.

Integrated vs. Traditional Pathway

Depending on students’ math backgrounds and surrounding schools’ pathways, Charter School may elect to follow the traditional mathematics pathway over the integrated mathematics pathway where Algebra I, Geometry, Algebra II, and Precalculus courses replace Integrated Math I, II, III, and IV courses.

Middle school courses reflect California Common Core State Standards: Mathematics (CA CCSSM). Students on the regular pathway will be enrolled in common core Math 6, Math 7, and Math 8 courses. These courses follow a focus and coherent progression that builds from one year to the next. The accelerated pathway is for students who show mastery of grade-level standards. According to the Common Core State Standards Initiative, “Decision to accelerate students into higher mathematics before ninth grade must require solid evidence of mastery of prerequisite CCSSM. Compacted [accelerated] courses should include the same CCSS as the non-compacted courses.” (Common Core State Standards Initiative, Appendix A, 2010).

Students will have opportunities to accelerate in middle and high school. In the recommended accelerated pathway, i.e., Accelerated Pathway 1, three years of math are combined into two math courses. Standards are not cut or skipped but compacted, requiring students to learn at a faster pace. It is not recommended to compact the standards before grade seven to ensure that students are developmentally ready for accelerated content. Learning math properly requires thorough understanding at each step so that complex material down the road can be tackled successfully. Notwithstanding the above, the Charter School will design a special pathway, i.e., Accelerated Pathway 2, for those few highest achieving sixth graders who are developmentally ready for further acceleration. In Accelerated Pathway 2, four years of content is compacted into two years allowing students to complete Integrated Math I (Algebra I) by the end of seventh grade.

Students entering grade 9 who completed Integrated Math I (Algebra I) in grade 8 successfully shall be placed in Integrated Math II (Geometry) in grade 9, and those who completed Integrated Math II (Geometry) in grade 8 shall be placed in Integrated Math III (Algebra II) in grade 9. Integrated Math I (Algebra I) and Integrated Math II (Geometry) courses taken in middle school will each be awarded ten (10) high school credits in mathematics.

The Charter School will offer math electives to students who have completed Integrated Math III (Algebra II). These include, but are not limited to, Integrated Math IV (Precalculus), AP Calculus AB, AP Calculus BC, AP Statistics, and other math courses depending on student levels, needs/demands, and availability of teachers and resources.

Middle School Math Placement:

The following are guidelines regarding student placement in math courses. Charter School will make a careful consideration of multiple data points to make a decision in the best interests of the students.

Students Entering Grade 6:

- A) Accelerated Math 6/7: Grade 5 students transitioning to grade 6 and meeting specific requirements and criteria for acceleration may be placed in Accelerated Math 6/7. The criteria for placing students into the Accelerated Math 6/7 course include:

- Score of 4 out of 4 (or a minimum grade of “A-” or 90%) in math on final report card for grade 5
- Overall score of “Standard Met” or “Standard Exceeded” in math on the summative assessment through the California Assessment of Student Performance and Progress (“CAASPP”) in grade 5
- Minimum Spring MAP test score that corresponds to a performance level of 3 (“Standard Met”) in grade 5 (when applicable)
- Mandatory parent education meeting attendance to gain understanding of the expectations of the accelerated pathways and signed acceleration agreement (see attachment)

Once all of the above criteria are met, a student will be eligible to take the 6th grade placement examination which includes SBAC-like questions and performance tasks.

- Student must earn a score of “Proficient” in all parts of the placement examination to be placed in Accelerated Math 6/7.

- B) In some cases, entering sixth graders may be capable of beginning high school Integrated Math I (or Algebra I) and MPS is eager to accommodate these gifted students. Therefore, upon satisfaction of the criteria listed

under A) and successful passage of a Math I (Algebra I) placement test, students will be placed in a high school Math I (Algebra I) course as a cohort, by integration into an out of grade level assignment, or through mentored independent study. Likewise, some students may have the capacity to move at a faster pace through the material requiring consolidation of High School Algebra I with Geometry or Algebra II. MPS will in all cases accommodate the needs of these gifted students through classes or mentored independent study.

- C) All other entering sixth graders shall be placed in common core Math 6.

Students Entering Grade 7:

- A) Integrated Math I: Grade 6 students transitioning to grade 7 and meeting specific requirements and criteria for acceleration may be placed in Integrated Math I. The criteria for placing students into the Integrated Math I course include:
- Score of 3 out of 4 (or a minimum grade of “B-” or 80%) in Accelerated Math 6/7 course on final report card for grade 6
 - Overall score of “Standard Exceeded” in math on the summative assessment through the California Assessment of Student Performance and Progress (“CAASPP”) in grade 6
 - Minimum Spring MAP test score that corresponds to a performance level of 4 (“Standard Exceeded”) in grade 6 (when applicable)
 - Mandatory parent education meeting attendance to gain understanding of the expectations of the accelerated pathways and signed acceleration agreement (see attachment)
- B) Integrated Math II or above: Those gifted entering seventh graders who successfully completed a high school math course in grade 6 shall be placed in an appropriate next level math course. Successful completion includes the criteria listed under A) as applicable to the course taken in grade 6.
- C) Accelerated Math 7/8: Grade 6 students transitioning to grade 7 and meeting specific requirements and criteria for acceleration may be placed in Accelerated Math 7/8. The criteria for placing students into the Accelerated Math 7/8 course include:
- Score of 3 out of 4 (or a minimum grade of “B-” or 80%) in common core Math 6 course on final report card for grade 6
 - Overall score of “Standard Met” or “Standard Exceeded” in math on the summative assessment through the California Assessment of Student Performance and Progress (“CAASPP”) in grade 6
 - Minimum Spring MAP test score that corresponds to a performance level of 3 (“Standard Met”) in grade 6 (when applicable)
 - Mandatory parent education meeting attendance to gain understanding of the expectations of the accelerated pathways and signed acceleration agreement (see attachment)
- D) All other entering seventh graders shall be placed in common core Math 7.

Students Entering Grade 8:

- A) Integrated Math II: Grade 7 students transitioning to grade 8 and meeting specific requirements and criteria for acceleration may be placed in Integrated Math II. The criteria for placing students into the Integrated Math II course include:
- A minimum grade of “C” or 70% in Integrated Math I course on final report card for grade 7
 - Overall score of “Standard Exceeded” in math on the summative assessment through the California Assessment of Student Performance and Progress (“CAASPP”) in grade 7
 - Minimum Spring MAP test score that corresponds to a performance level of 4 (“Standard Exceeded”) in grade 7 (when applicable)
 - Mandatory parent education meeting attendance to gain understanding of the expectations of the accelerated pathways and signed acceleration agreement (see attachment)
- B) Integrated Math III or above: Those gifted entering eighth graders who successfully completed Integrated Math II or above in grade 7 shall be placed in an appropriate next level math course. Successful completion includes the criteria listed under A) as applicable to the course taken in grade 7.
- C) Integrated Math I: Grade 7 students transitioning to grade 8 and meeting specific requirements and criteria for acceleration may be placed in Integrated Math I. The criteria for placing students into the Integrated Math I course include:
- A minimum grade of “B-” or 80% in Accelerated Math 7/8 course on final report card for grade 7
 - Overall score of “Standard Met” or “Standard Exceeded” in math on the summative assessment through the California Assessment of Student Performance and Progress (“CAASPP”) in grade 7
 - Minimum Spring MAP test score that corresponds to a performance level of 3 (“Standard Met”) in grade 7 (when applicable)
 - Mandatory parent education meeting attendance to gain understanding of the expectations of the accelerated pathways and signed acceleration agreement (see attachment)
- D) All other entering eighth graders shall be placed in common core Math 8.

Continuing the Accelerated Pathways:

The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers will assess the mathematics placements for each student assigned to the teacher’s mathematics class. The teacher’s assessment will take into consideration factors which may include, but are not limited to, the student’s MAP test scores, classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student’s parent/legal guardian, and/or the student’s other teachers regarding the student’s mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

As explained above, the Charter School will provide at least one (1) placement checkpoint within the first month of the school year and will continue to assess the mathematics placements for each student. The Charter School will make a careful consideration of multiple data points to make a decision in the best interests of the students. The following are minimum criteria that must be met by a student to remain in the current mathematics placement:

- Minimum grade of “B-” or 80% on current class grade and on each progress/report card
- Minimum Fall/Winter MAP test score that corresponds to a performance level of 3 (“Standard Met”) for grade level (when applicable)
- Teacher recommendation
- Administrator recommendation

Linking Data Table: Smarter Balanced & MAP¹:

Northwest Evaluation Association™ (NWEA™) completed a study to connect RIT scores from Measures of Academic Progress® (MAP®) interim assessments with the scale of Smarter Balanced Assessment Consortia (Smarter Balanced) summative assessments in math and English language arts (ELA).

This linking data table conveys this valuable information so you can see where your students are now, develop growth goals for the coming year, and create instructional strategies to meet them. Data from your fall, winter, and spring MAP administrations will show you how your students are growing toward those goals and guide instructional decisions to keep students on track.

Following is a table that shows concordance between MAP RIT scores and Smarter Balanced cut scores. This table will update as new data becomes available.

Concordance between MAP RIT scores and Smarter Balanced cut scores

Subject	Grade	Smarter Balanced				MAP RIT			
		Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
		Not Met	Nearly Met	Met	Exceeded	Not Met	Nearly Met	Met	Exceeded
ELA	3	2114–2366	2367–2431	2432–2489	2490–2623	100–190	191–201	202–210	211–350
	4	2131–2415	2416–2472	2473–2532	2533–2663	100–199	200–208	209–216	217–350
	5	2201–2441	2442–2501	2502–2581	2582–2701	100–203	204–213	214–224	225–350
	6	2210–2456	2457–2530	2531–2617	2618–2724	100–205	206–217	218–230	231–350
	7	2258–2478	2479–2551	2552–2648	2649–2745	100–209	210–221	222–234	235–350
	8	2288–2486	2487–2566	2567–2667	2668–2769	100–211	212–224	225–238	239–350
Math	3	2189–2380	2381–2435	2436–2500	2501–2621	100–193	194–203	204–214	215–350
	4	2204–2410	2411–2484	2485–2548	2549–2659	100–201	202–216	217–228	229–350
	5	2219–2454	2455–2527	2528–2578	2579–2700	100–213	214–228	229–237	238–350
	6	2235–2472	2473–2551	2552–2609	2610–2748	100–216	217–229	230–239	240–350
	7	2250–2483	2484–2566	2567–2634	2635–2778	100–220	221–234	235–245	246–350
	8	2265–2503	2504–2585	2586–2652	2653–2802	100–227	228–241	242–251	252–350

¹ <https://www.nwea.org/content/uploads/2015/11/Smarter-Balanced-and-MAP-Linking-Data-Table-One-Sheet-NOV15.pdf>

High School Math Placement:

As explained in Section A of this policy, in determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

- a. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress (“CAASPP”);
- b. Placement tests that are aligned to state-adopted content standards in mathematics;
- c. Recommendation, if available, of each student’s 8th grade mathematics teacher based on classroom assignment and grades;
- d. Recommendation, if any, of each student’s 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
- e. Final grade in mathematics on the student’s official, end of the year 8th grade report card.

Students entering grade 9 are normally placed in Integrated Math I (Algebra I). Those students who completed Integrated Math I (Algebra I) in grade 8 successfully shall be placed in Integrated Math II (Geometry) in grade 9, and those who completed Integrated Math II (Geometry) in grade 8 shall be placed in Integrated Math III (Algebra II) in grade 9. Integrated Math I (Algebra I) and Integrated Math II (Geometry) courses taken in middle school will each be awarded ten (10) high school credits in mathematics.

The Charter School will offer math electives to students who have completed Integrated Math III (Algebra II). These include, but are not limited to, Integrated Math IV (Precalculus), AP Calculus AB, AP Calculus BC, AP Statistics, and other math courses depending on student levels, needs/demands, and availability of teachers and resources.

Mathematics Courses:

MATHEMATICS	
MATH 6	MATH 7
In Grade 6, instructional time will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.	In Grade 7, instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.
MATH 8	ACCELERATED MATH 6/7
In Grade 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.	This course compacts 6 th and 7 th grade standards and it contains content from 8 th grade. While coherence is retained, in that it logically builds from the 6 th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
ACCELERATED MATH 7/8	INTEGRATED MATHEMATICS I
This course differs from the non-accelerated 7 th grade course in that it contains content from 8 th grade. While coherence is retained, in that it logically builds from the 6 th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.	The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout

	each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Relationships Between Quantities; 2) Linear and Exponential Relationships; 3) Reasoning with Equations; 4) Descriptive Statistics; 5) Congruence, Proof, and Constructions; 6) Connecting Algebra and Geometry through Coordinates.
INTEGRATED MATHEMATICS II	INTEGRATED MATHEMATICS III
The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Extending the Number System; 2) Quadratic Functions and Modeling; 3) Expressions and Equations; 4) Applications of Probability; 5) Similarity, Right Triangle Trigonometry, and Proof; 6) Circles With and Without Coordinates.	It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. ³ They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into four units are as follows: 1) Inferences and Conclusions from Data; 2) Polynomial, Rational, and Radical Relationships; 3) Trigonometry of General Triangles and Trigonometric Functions; 4) Mathematical Modeling.
INTEGRATED MATHEMATICS IV	ALGEBRA I
This course prepares students for work in calculus. Topics include: coordinate geometry with analytical methods and proofs; equations and graphs of conic	The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades

sections; rectangular and polar coordinates; parametric equations; vectors; the study of polynomial, logarithmic, exponential, and rational functions and their graphs; induction; limits and rate change; continuity; and problem analysis. The course unifies and emphasizes the structure of mathematics.	standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into five units are as follows: 1) Relationships Between Quantities and Reasoning with Equations; 2) Linear and Exponential Relationships; 3) Descriptive Statistics; 4) Expressions and Equations; 5) Quadratic Functions and Modeling.
GEOMETRY	ALGEBRA II
The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Congruence, Proof, and Constructions; 2) Similarity, Proof, and Trigonometry; 3) Extending to Three Dimensions; 4) Connecting Algebra and Geometry through Coordinates; 5) Circles With and Without Coordinates; 6) Applications of Probability.	Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into four units, are as follows: 1) Polynomial, Rational, and Radical Relationships; 2) Trigonometric Functions; 3) Modeling with Functions; 4) Inferences and Conclusions from Data.

PRECALCULUS	AP STATISTICS
Precalculus weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Topics include linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections in the first semester. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers. Cross-curricular connections are made throughout the course to calculus, art, history, and a variety of other fields related to mathematics.	The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.
AP CALCULUS AB	AP CALCULUS BC
AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.	AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Acceleration Agreement in Mathematics**Student Name:** _____ **Grade:** _____ **Math Placement:** _____**Please check all the boxes below:**

☐ I have read the mathematics placement policy and I understand the high level of expectations from students in the accelerated math pathways.

☐ I understand my child's placement in an accelerated math course.

☐ I understand that my child's placement in an accelerated math course depends on his/her level and availability of staffing, class size, and scheduling.

☐ I understand the following minimum criteria that must be met by a student to remain in the current mathematics placement:

- Minimum grade of "B-" or 80% on current class grade and on each progress/report card
- Minimum Fall/Winter MAP test score that corresponds to a performance level of 3 ("Standard Met") for grade level (when applicable)
- Teacher recommendation
- Administrator recommendation.

☐ I understand that if my child does not meet the criteria to remain in the current mathematics placement he/she may be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

Parent/Guardian Name: _____ Signature: _____ Date: _____



2016-17 Budget Draft for Board Review and Adoption

June 1, 2016

Mission:

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

Vision:

Graduate students who are scientific thinkers who contribute to the global community as socially responsible and educated members of society

Guiding Principles:

- Excellence
- Innovation
- Connection

Respectfully Submitted by
Caprice Young, Ed.D.
CEO and Superintendent

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Executive Summary

Overview

This budget includes expenditure and revenue plans for eleven schools and the home office. Enrollment is projected to rise from 3,433 to 4,013. This budget presents an expenditure plan of \$61.5 million, including \$13.8 million in capitalized assets (Proposition 1D, mainly) and \$47.7 million in operating expenditures. Non-capital program direct school site expenditures account for \$41.8 million of the overall budget, and collectively funded school support (CMO allocation) includes \$5.9 million, or 12.4 percent of the total non-capital budget. The 2016-17 non-capital budget represents \$5.6 million decrease (-12.6%) in revenue, primarily due to the state not yet providing the same one-time revenue they announced last September for the 2015-16 fiscal year. Non-capital expenditures rose from \$43.7 million to \$47.7 million, \$4 million (9.3%). The main effect of this is that the consolidated 2016-17 budget is balanced but ends with a lower operating income amount.

Thirty-two staff work as part of the Home Office staff, most of who spend a significant amount of time across multiple school sites, and 350 staff (92%) work directly on school sites for individual schools.

Our accounting provider, EdTec, ensures timely processing of payments after they have been approved, receipt of revenue and monthly review of budget-to-actual results with each principal, the home office department leaders and the board, as well as ensuring compliance with all financial policies and procedures. Our external auditor, Vavrinek, Trine, Day & Co., LLP, conducts an annual audit of the financial operations of Magnolia Public Schools.

Consolidated Summary

Magnolia Public Schools				
FY16-17 Budget vs. FY15-16 Forecast (Consolidated)				
Updated 5/27/16				
		2015/16	2016/17	
		Forecast - Total	Proposed Budget - TOTAL	Variance FY16-17 Proposed Budget vs. FY15-16 Forecast
SUMMARY				
Revenue				
	General Block Grant	28,629,353	35,433,295	6,803,942
	Federal Revenue	2,976,349	3,389,596	413,247
	Other State Revenues	13,050,483	4,221,804	(8,828,679)
	Local Revenues	5,797,272	6,409,293	612,021
	Fundraising and Grants	525,473	384,018	(141,455)
	Total Revenue	50,978,930	49,838,006	(1,140,924)
Expenses				
	Compensation and Benefits	23,198,530	26,358,996	3,160,466
	Books and Supplies	4,366,716	3,352,576	(1,014,140)
	Services and Other Operating Expenditures	16,099,971	17,998,792	1,898,821
	Capital Outlay	4,368,298	13,768,061	9,399,763
	Total Expenses	48,033,515	61,478,425	13,444,910
	Operating Income (including Capex, excluding Depreciation)	2,945,415	(11,640,420)	(14,585,834)
	Net Income (including Depreciation)	6,939,373	1,259,529	(5,679,844)
	Excluding Prop 1D Revenue (MSA-SA)	273,092	1,259,529	986,437
Fund Balance				
	Beginning Balance (Unaudited)	13,218,702	19,580,736	6,362,034
	Audit Adjustment	(577,339)	-	577,339
	Beginning Balance (Audited)	12,641,363	19,580,736	6,939,373
	Operating Income (including Depreciation)	6,939,373	1,259,529	(5,679,844)
		0		0
	Ending Fund Balance (including Depreciation)	19,580,736	20,840,265	1,259,529
	Ending Fund Balance as a % of Expenses	41%	34%	-7%

School Site and Home Office Budgets Side-by-Side

Magnolia Public Schools

FY16-17 Budget Summary

Updated 5/27/16

	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17
	Preliminary Budget - MSA-1	Preliminary Budget - MSA-2	Preliminary Budget - MSA-3	Preliminary Budget - MSA-4	Preliminary Budget - MSA-5	Preliminary Budget - MSA-6	Preliminary Budget - MSA-7
SUMMARY							
Revenue							
General Block Grant	5,251,882	4,518,779	4,245,388	1,772,032	1,539,136	1,575,467	2,671,595
Federal Revenue	695,788	344,735	574,033	252,308	176,079	137,828	346,072
Other State Revenues	898,244	355,213	694,406	141,453	150,386	214,078	578,580
Local Revenues	60,107	93,069	24,785	20,867	11,120	14,120	54,198
Fundraising and Grants	56,000	25,000	19,018	10,000	500	10,000	50,000
Total Revenue	6,962,022	5,336,796	5,557,630	2,196,660	1,877,220	1,951,493	3,700,444
Expenses							
Compensation and Benefits	3,400,717	3,022,288	2,846,307	1,186,520	1,077,452	978,730	1,743,607
Books and Supplies	539,025	259,858	454,542	158,736	185,900	110,183	333,447
Services and Other Operating Expenditures	2,690,003	1,868,672	1,903,184	653,983	582,420	563,325	1,536,616
Capital Outlay	100,000	20,000	70,000	-	-	20,000	60,000
Total Expenses	6,729,745	5,170,818	5,274,032	1,999,239	1,845,771	1,672,239	3,673,669
Operating Income (including Capex, excluding Depreciation)	232,277	165,978	283,598	197,421	31,449	279,255	26,775
Net Income (including Depreciation)	150,509	151,978	341,598	188,201	14,248	292,887	41,748
Fund Balance							
Beginning Balance (Unaudited)	2,439,125	1,095,288	847,872	567,722	951,134	938,327	922,105
Audit Adjustment	-	-	-	-	-	-	-
Beginning Balance (Audited)	2,439,125	1,095,288	847,872	567,722	951,134	938,327	922,105
Operating Income (including Depreciation)	150,509	151,978	341,598	188,201	14,248	292,887	41,748
Ending Fund Balance (including Depreciation)	2,589,635	1,247,266	1,189,470	755,923	965,382	1,231,213	963,853
Ending Fund Balance as a % of Expenses	38%	24%	23%	38%	52%	74%	26%

Magnolia Public Schools

FY16-17 Budget Summary

Updated 5/27/16

	2016/17	2016/17	2016/17	2016/17	2016/17	2016/17
	Preliminary Budget - MSA-8	Preliminary Budget - MSA-SA	Preliminary Budget - MSA-SC	Preliminary Budget - MSA-SD	Preliminary Budget - MERF	Preliminary Budget - TOTAL
SUMMARY						
Revenue						
General Block Grant	4,438,632	4,595,312	1,459,462	3,365,610	-	35,433,295
Federal Revenue	296,081	394,527	38,218	133,928	-	3,389,596
Other State Revenues	508,978	345,918	33,217	301,331	-	4,221,804
Local Revenues	90,229	16,505	27	55,036	5,969,230	6,409,293
Fundraising and Grants	20,000	22,000	1,500	20,000	150,000	384,018
Total Revenue	5,353,920	5,374,262	1,532,423	3,875,905	6,119,230	49,838,006
Expenses						
Compensation and Benefits	2,879,892	3,109,324	767,431	2,202,690	3,144,039	26,358,996
Books and Supplies	297,700	691,730	82,074	163,559	75,821	3,352,576
Services and Other Operating Expenditures	2,047,051	1,743,028	520,668	1,282,388	2,607,455	17,998,792
Capital Outlay	84,000	13,389,061	25,000	-	-	13,768,061
Total Expenses	5,308,642	18,933,144	1,395,173	3,648,637	5,827,315	61,478,425
Operating Income (Including Capex, excluding Depreciation)	45,278	(13,558,882)	137,250	227,268	291,915	(11,640,420)
Net Income (Including Depreciation)	61,122	(567,055)	117,397	182,649	284,249	1,259,529
Fund Balance						
Beginning Balance (Unaudited)	3,019,921	8,212,887	(525,825)	1,053,661	58,520	19,580,736
Audit Adjustment	-	-	-	-	-	-
Beginning Balance (Audited)	3,019,921	8,212,887	(525,825)	1,053,661	58,520	19,580,736
Operating Income (Including Depreciation)	61,122	(567,055)	117,397	182,649	284,249	1,259,529
Ending Fund Balance (Including Depreciation)	3,081,042	7,645,831	(408,428)	1,236,310	342,769	20,840,265
Ending Fund Balance as a % of Expenses	58%	40%	-29%	34%	6%	384%

Enrollment

The enrollment assumptions made in this budget are:

School Site	2015-16 Budget Estimate	2015-16 P2 Revised Budget	Est. 2016-17 Budget Estimate
MSA 1- Reseda*	542	537	537
MSA 2- Van Nuys*	485	487	487
MSA 3- Carson*	465	450	450
MSA 4- West LA	183	187	187
MSA 5- Reseda	150	150	175
MSA 6- Palms	168	169	180
MSA 7- Northridge	291	291	302
MSA 8- Bell	489	494	495
MSA Santa Ana	145	145	530
MSA Santa Clara	107	100	200
MSA San Diego	423	423	470
Total	3,448	3,433	4,013

*Renewing Charter during 2016-17

Student Body Statistics

Where possible, Magnolia schools are located in neighborhoods with a majority of historically underserved students. System-wide, in 2015-16 Magnolia's student body included:

77% Eligible for free or reduced lunch
69% Hispanic Non-White
09% Black or African American
15% White
03% Asian
05% Other or Multiple Races
14% Identified Special Education
10% English Learners

09% Students were in grades TK-5
67% Students were in grades 6-8
24 % Students were in grades 9-12

Estimated 2015-16 Graduation

As of June 1, 2015-16:

201 seniors

201 (100%) seniors anticipated to be graduated on time

192 (96%) seniors anticipated to be graduated having completed the courses (with a C or better) required for University of California eligibility

95 (47%) seniors have accepted admittance to a 4-year college or university

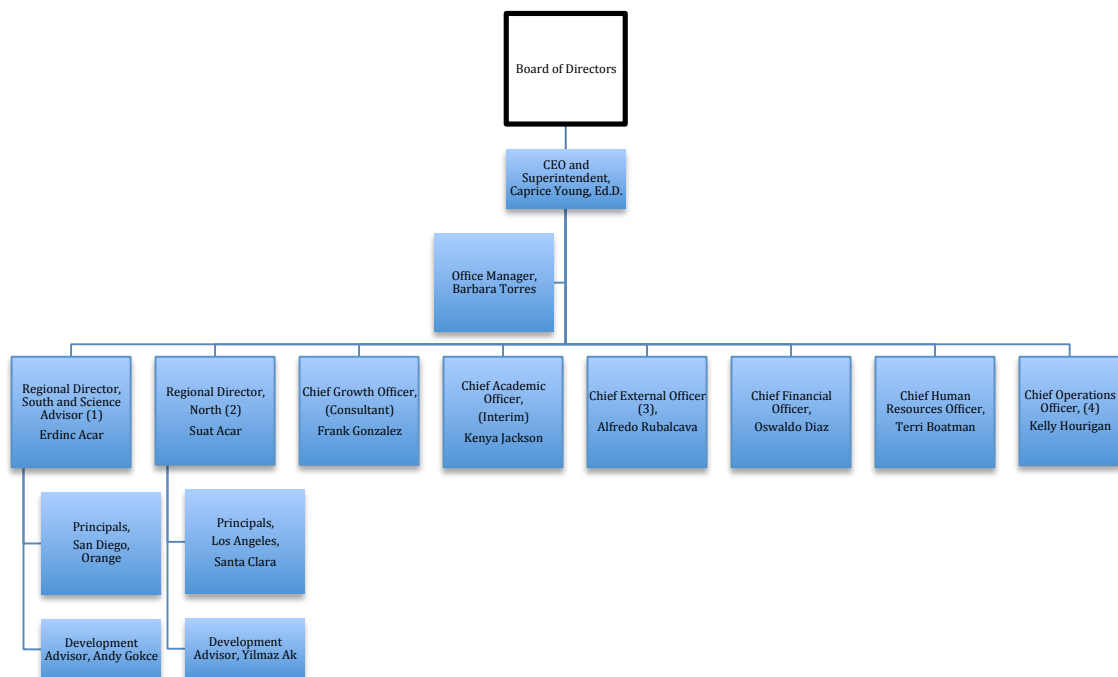
54 (27%) seniors have accepted admittance into a 2-year college

6 (03%) seniors will be entering the military or a specific career-training program

46 (23%) seniors continuing to explore other options

Organizational Structure

The 2015-16 leadership level organizational structure is below:



1. 50% General Funds (CMO Fees), 50% General Funds (allocated to regional schools)
2. 100% General Funds (allocated to regional schools)
3. Part of the CXO is funded by a grant
4. Part of the COO is funded by Title and Special Ed funds

The 2016-17 home office budget will reduce the number of home office staff by three from 35.5 to 32.5 full time equivalent (FTE) positions.

Board Goals

Magnolia's primary goal is to ensure the academic success of all students. In addition, from an equity standpoint that means that all student subgroups will reach or exceed the percentile of proficient and advanced students reached by the state's highest performing subgroup in Math and English Language Arts. In addition, all students will graduate UC eligible even if they choose a different post-graduation path, and will have taken and passed at least one other college level course (Advanced Placement, International Baccalaureate, or other college course). Until we have reached these benchmarks on an ongoing basis, we will not have sufficiently. With the shift in California state testing and the delays in result reporting, 2014-15 is the first and baseline year of measurement.

Measure	Baseline 2014-15 (SBAC)
95% MPS High School Students Taking and Passing at Least One College Level Course	(This will be a future measure.)
% Of Highest State Subgroup Proficient or Advanced in Math	71%
% Of Highest State Subgroup Proficient or Advanced in English Language Arts	69%

In May 2015, the board established the ongoing minimum measures of organizational success (Data not weighted yet).

Goal	Benchmark	2014-15 Baseline	2015-16 Achievement	2016-17 Target
Achieve projected enrollment	3,962 June Projection	3,735	3,448 (Did not meet June Projection)	4,013
10% Increase in proficient and advanced in Math (MAP)	41.8%	38%	33% (Not Met)	36.3%
10% Increase in proficient and advanced in ELA (MAP)	55%	50%	47% (Not Met)	51.7%
10% Increase in proficient and advanced in Math (SBAC)	46.6%	42.4%	No Scores Yet	No Target Yet
10% Increase in proficient and advanced in ELA (SBAC)	36.5%	33.2%	No Scores Yet	No Target Yet
10% Increase proficient and advanced in Science (CA CST 8th)	69.3%	63%	No Scores Yet	No Target Yet
10% Increase in the percentage English Learner Redesignation Rate*	NA	14.6%	No Scores Yet	16.1%
Graduation Rate (State 81% Graduation, 42% College Eligible)	100% Grad and College Eligible	Not Available	96% (Not Met)	96% (Estimated)
Employee Satisfaction	> 75%	Insufficient Participation	79% (Met)	
Parent Satisfaction	>80%	Insufficient Participation	84% (Met)	
Student Satisfaction	>80%	Not Available	Elementary: 80% (Met) Middle/High: 56% (Not Met)	
Budget Stability	> P1 Revised Estimated Net Op Income	Met	Not Met	No Target Yet
Renewal of charters	All Renewals Successful	2/4	3/1	Goal 3/3
Fiscal Responsibility	No Audit Exceptions	NA	Met	

*New in 2016-17, the board defines new goals from time to time.

NWEA MAP Proficiency by School*

	Math				Reading			
	Fall 14	Win 15	Spr 15	Fall 15	Fall 14	Win 15	Spr 15	Fall 15
MSA1	35%	26%	29%	26%	45%	40%	45%	43%
MSA2	28%	35%	29%	28%	36%	40%	41%	43%
MSA3	30%	NA	26%	18%	45%	NA	50%	38%
MSA4	25%	21%	22%	20%	25%	34%	33%	26%
MSA5	10%	13%	6%	11%	12%	29%	31%	28%
MSA6	27%	29%	26%	22%	47%	57%	48%	47%
MSA7	NA	NA	NA	60%	NA	NA	NA	47%
MSA8	21%	28%	31%	20%	40%	44%	48%	35%
MSA SC	70%	NA	68%	77%	78%	NA	75%	86%
MSA SD	60%	41%	59%	56%	65%	75%	77%	73%
MSA SA	45%	41%	40%	42%	73%	75%	72%	63%
Total	38%		37%	33%	50%		54%	47%

* Total of Proficient and
Advanced

Magnolia-wide NWEA Growth by Grade Level

Percent Met Projected Growth Targets
Fall 2014 to Fall 2015

Math		ELA	
Grade level	Growth	Grade level	Growth
7th grd	52%	7th grd	55%
8th grd	54%	8th grd	61%
9th grd	53%	9th grd	65%
10th grd	44%	10th grd	65%
11th grd	65%	11th grd	65%
Over All	53%	Over All	60%

School-wide Growth (NWEA MAP)

Percent Met Projected Growth: Fall 2014 to Fall 2015

Math

	7th	8th	9th	10th	11th	Overall
MSA1	52	58	60	26		51%
MSA2	79	74	73	63	76	75%
MSA3	39	30	50	52	62	43%
MSA4	36	46	46	28	52	42%
MSA5	36	38				37%
MSA6	55	67				61%
MSA7						NA
MSA8	61	62				62%
MSA SC	35	47				42%
MSA SA	33	47	33			41%
MSA SD	42	61				51%

ELA

	7 th	8th	9th	10th	11th	Overall
MSA1	64	55	68			62%
MSA2	61	70	92	89	70	72%
MSA3	40	51	47	48	59	48%
MSA4				65	69	67%
MSA5	74	40				66%
MSA6	51	76				65%
MSA7						NA
MSA8	45	53				49%
MSA SC	48	61				55%
MSA SA	59	54	47			53%
MSA SD	63	78				71%

School-wide Smarter Balanced (SBAC) Spring 2015

ELA

	Overall	6th	7 th	8 th	11th	EL	SPED	Free/ Reduced	Hisp	White	Black
MSA1	36%	20%	15%	60%	62%	0%	9%	35%	33%	50%	0%
MSA2	29%	17%	36%	30%	42%	0%	6%	28%	27%	32%	25%
MSA3	22%	16%	14%	33%	31%	17%	0%	20%	21%	14%	23%
MSA4	36%	28%	22%	28%	69%	0%	14%	32%	29%	NA	36%
MSA5	18%	17%	23%	15%	NA	0%	0%	19%	18%	17%	13%
MSA6	41%	30%	29%	61%	NA	27%	7%	36%	36%	58%	55%
MSA7	49%	53%	42%	54%	NA	0%	22%	43%	41%	64%	40%
MSA8	38%	36%	31%	44%	NA	0%	10%	37%	39%	22%	NA
MSA SA	53%	47%	56%	44%	NA	29%	28%	47%	51%	58%	NA
MSA SC	67%	63%	65%	72%	66%	15%	NA	39%	29%	60%	50%
MSA SD	61%	62%	64%	56%	NA	7%	29%	53%	53%	64%	50%
All MPS	42.4%										
STATE	44%										

Math

	Overall	6th	7 th	8 th	11th	EL	SPED	Free/ Reduced	Hisp	White	Black
MSA1	24%	14%	20%	37%	31%	0%	2%	22%	20%	40%	0%
MSA2	26%	30%	22%	26%	26%	6%	10%	23%	24%	37%	8%
MSA3	13%	12%	12%	12%	16%	33%	3%	10%	15%	14%	10%
MSA4	13%	12%	3%	19%	16%	0%	7%	13%	10%	NA	0%
MSA5	5%	3%	12%	8%	NA	0%	0%	6%	4%	0%	0%
MSA6	27%	22%	22%	35%	NA	9%	7%	20%	22%	58%	39%
MSA7	43%	55%	35%	38%	NA	11%	23%	38%	38%	59%	0%
MSA8	21%	15%	21%	27%	NA	2%	4%	20%	22%	17%	NA
MSA SA	38%	42%	35%	37%	NA	43%	14%	23%	31%	45%	NA
MSA SC	66%	67%	64%	68%	70%	25%	NA	43%	29%	53%	35%
MSA SD	57%	68%	53%	51%	NA	0%	25%	46%	48%	61%	42%
All MPS	33.2%										
STATE	33%										

School-wide Science (CST) Spring 2015

Science

CST	5th	8th	11th	Overall	EL	SPED	Free/ Reduced	Hisp	White	Black
MSA1		58%	50%	54%	10%	37%	52%	52%	25%	100%
MSA2		49%	55%	51%	23%	26%	48%	45%	77%	20%
MSA3		63%	37%	53%	33%	12%	50%	46%	100%	56%
MSA4		39%	23%							
MSA5		16%		16%	0%	0%	16%	16%	NA	NA
MSA6		83%		83%	100%	100%	78%	81%	100%	89%
MSA7	72%			72%	0%	50%	68%	73%	67%	NA
MSA8		71%		71%						
MSA SA		66%	50%	60%	25%	33%	56%	56%	69%	NA
MSA SC		94%	68%	89%	20%	NA	62%	61%	88%	77%
MSA SD		84%		84%	0%	60%	78%	84%	80%	84%
All MPS	72%	62%	47%							
State	55%	63%	53%							

School Year 2015-16 In Review

While school year 2014-15 was a year of survival and defense, 2015-16 has been a year of rebuilding. We embarked on major projects that will extend into 2016-17 providing a foundation for strength going forward. The 2015-16 school year began with thirty percent of our instructional staff new to Magnolia as we began our implementation of the California Common Core curriculum in English and Math. During the course of the year we on boarded two new principals (one internally and one externally recruited). Our combined home office team successfully supported school sites through eleven authorizer reviews, four WASC accreditation reviews and one federal audit of title funds (MSA 3). The team supported the board in the establishment of a high quality governance model, including expanding from seven to nine board members. In May, we moved our headquarters from Westminster to Los Angeles in order to be more centrally located to our schools and major transit hubs.

Management

2015-16 has been a year of establishing sound business practices, systems, policies and procedures consistent with our commitment to the public's trust and our goal of becoming an organization people seek to join. We transitioned to a new back office financial system with our partner EdTec and completed the 2014-15 individual school and consolidated audits with a new auditor. We created a department of Human Resources with thorough compliance practices, added retirement programs for our home office staff, and developed a shared staff recruitment function. In addition, we began the phase one implementation of a new human resources information system. Our team completed implementation of the twelve recommendations of the 2015 State Auditor's Report, began support of a full year of FCMAT monthly financial oversight reviews, and improved document archiving.

In January, we strengthened our leadership structure by establishing a Chief Operating Officer role and two Regional Directors to ensure that investments made to improve programs and operations would be implemented well.

Our facilities team broke ground on the new Santa Ana school site, scheduled to be open on time in August 2016-17, negotiated acquisition of a new school site for our San Diego school, acquired the property adjacent to the MSA 1 school site in Reseda to support expansion of that school in 2017-18, and improved the Prop 39 and long term leasing arrangements of other schools. While as of June 1 we continue to face facilities challenges in Santa Clara, we are hopeful a resolution to return to our original neighborhood is imminent.

Examples of other management improvements include:

- Increased our attendance rate to the highest in Magnolia history, upwards of 97 percent;
- Won an Arts integration grant from the Annenberg Performing Arts Center for MSA-7;
- Established positive, open relationships with authorizers' staffs and began process of deeper outreach for longer term change;
- Earned an 18 month Murmuration grant to fund Civic Engagement, including full-salaries to hire three (2.5 FTE) organizers;

- Established a transparent procurement process for contracts over \$25,000;
- Completed consolidated audit, adding comprehensive disclosures and notes;
- Completed initial revision of overall policies and procedures, with ongoing reviews in progress concurrent with EdTec; and,
- Implemented new payroll internal controls, and moved payroll to twice monthly payments to comply with California labor codes.

Instruction

After several years of low investment due to state economic recession, we initiated major improvements to our instructional program, including:

- Implementation of the California Common Core standards using the curriculum materials and resources provided by the board;
- Adoption of new, increased, salary schedules supporting the continued professionalism of our teachers and school site staff;
- Conducting two peer led professional development days uniting the instructional staff;
- Completion of our roll out of a comprehensive laptop program in all secondary schools;
- Thorough training and realization of our Positive Behavior Intervention System;
- Creation of a funding collaboration among our schools to improve English Learner outcomes;
- All schools are accredited, with the only school that will go through a full self-study next year is Santa Clara;
- Reached the lowest suspension and expulsion rates in Magnolia history because of the implementation of alternatives to suspension and PBIS;
- Implemented Chess instruction and Etiquette courses as part of turn around school culture and climate at MSA 3;
- Hired Director of Special Programs to support Special Education, Gifted and Talented and College and Career-track persistence;
- Magnolia students at MSA 1,2,3,5 and 6 have read 35,434,886 words, 11,362 books, 4,597 hours;
- Implemented successful programs at the schools such as MyOn, StudySync and ConnectEd from McGraw Hill;
- Established EL compliance protocols and implemented MPS EL Master Plan;
- Increasing usage of blended and online learning tools like FuelEd, Ironbox MyOn, StudySync and ConnectEd;
- Providing free summer school to over 1000 students, as well as many schools having active Saturday schools;
- First full implementation of state smarter balanced (SBAC) testing;
- Continued utilization of NWEA MAP formative assessments;
- Expansion of Edge Coaching for students of all levels performing below their potential;
- Financially supporting the higher education of employees working on advanced certifications and degrees in education;
- Implemented a “Nearly Met” strategy to increase proficiency on 2017 SBAC across 11 schools; schools also promoted positive test taking cultures (contest, posters,

- assemblies) to encourage all students to do their best;
- Held first annual STEAM EXPO with more than 300 participants, including two board members and keynote speaker from Arts for All; and
- Initiation of the move to thoroughly include arts in our programs starting with elementary school.

We have conducted home visits and had students participating in dozens of STEAM related contests and competitions, all continued commitments integral to who we are as Magnolia Public Schools.

Leadership

During 2015-16, Magnolia took on major new roles as an innovator and strengthener of K-12 education. For example, a cross section of staff, parents and students formed an XQ Super School team in collaboration with an extensive core group of community institutions including the Mount Wilson Observatory, the Larta Institute, the Los Angeles Kings (of the National Hockey League), and the Los Angeles City Council. This XQ team has made it into the finals of a \$50 million national competition to rethink high school. Although the competition has not yet been completed, we have already begun implementation of groundbreaking new work, including the first Next Generation Science Standards driven lessons and field trips with CalTech trainer professors and the staff and board members of the Mount Wilson Observatory Foundation.

News of our schools site and organization-wide leadership has received increased attention through a full upgrade of our website and expanded focus on media relations and stakeholder engagement. Our students, parents and staff have visited Sacramento and Washington, D.C., meeting with elected officials and their staff to spread the word about the outstanding work of our schools and to advocate on behalf of our families.

Over the last four years, Magnolia has taken a leadership position in serving special education students. We have been active members of four Special Education Local Planning Areas, with our CEO & Superintendent elected to the Executive Council of the LAUSD SELPA COP3 this year. We have received special grants for our piloting work in co-teaching. In addition, COO Kelly Hourigan presented to a National Conference on Special Education.

MSA 1's partnership with the City of Los Angeles, the Reseda Neighborhood Council and the Los Angeles Kings has continued to build a new athletics facility that will include two ice rinks, a small soccer field, and a gym with a CIF standard basketball/volleyball court. Our own principal Mustafa Sahin sits on the Great Streets board helping to lead the redevelopment on Sherman Way.

Excellence

Our students and teachers continue to rise to every challenge. The big news was MSA 2 winning the Gold award in the US News and World Report Rankings, making it the highest performing high school in Los Angeles. MSA 1 won the silver award in the same rankings. Our first trip to the world championships for our VEX robotics team took place, with our team

returning eager to have a Magnolia win of the World Championships next year. Two of our Sixth graders won the Los Angeles County Science Fair. Others won academic decathlons, Congressional awards, Olympiad Genius, Math and Science awards, robotics contests, poetry contests, the Los Angeles Latino Heritage App competition, AMC math, music in the park, Synopsis Science Fair, sports and the Sea Perch event, among many more. A longer list of student excellence highlights is contained in the school synopses.

Home Office 2016-17 Financial Documents

Budget (Change from 2015-16 to 2016-17)

MERF						
Multiyear Budget Summary						
		2015/16	2015/16	2016/17		
		Approved Revised Budget - MERF	Current Forecast - MERF	Preliminary Budget - MERF	Net Change FY17 vs. FY16	% Change
SUMMARY						
Revenue						
	Local Revenues	4,727,533	5,208,150	5,969,230	761,080	15%
	Fundraising and Grants	250,000	250,000	150,000	(100,000)	-40%
	Total Revenue	4,977,533	5,458,150	6,119,230	661,080	12%
Expenses						
	Compensation and Benefits	2,778,672	2,894,228	3,144,039	249,811	9%
	Books and Supplies	87,874	105,290	75,821	(29,469)	-28%
	Services and Other Operating Expenditures	2,091,472	2,428,089	2,607,455	179,366	7%
	Capital Outlay	-	-	-		
	Total Expenses	4,958,018	5,427,607	5,827,315	399,708	7%
Operating Income (excluding Depreciation)		19,515	30,543	291,915	261,372	856%
Operating Income (including Depreciation)		11,850	22,877	284,249.042	261,372	4.9%
Fund Balance						
	Beginning Balance (Unaudited)	689,915	689,915	58,520	(631,395)	
	Audit Adjustment	-	(654,272)	-	654,272	
	Beginning Balance (Audited)	689,915	35,643	58,520	22,877	
	Operating Income (including Depreciation)	11,850	22,877	284,249	261,372	
Ending Fund Balance (including Depreciation)		701,765	58,520	342,769	284,249	
Ending Fund Balance as a % of Expenses		14%	1%	6%	5%	

Home Office Narrative

The role of the Home Office is first and foremost to insure the governance, financial, operational and instructional integrity of the organization. Because we are responsible for the stewardship of the public trust both in terms of tax dollars and the safety and education of students, the primary role of the Home Office is to uphold that trust. While the activities that support this goal are not necessarily observable to the schools on a day-to-day basis, because they tend to involve maintenance of records, processes and procedures, without upholding this duty, Magnolia does not have a right to exist. In fact, when this work is most successful, it is so routine and efficient, that the school sites can take it for granted, concentrating instead on the most important work we do: educating students. The number one goal of the Home Office during 2016-17 is to make this stewardship effective. In other words, we want to make things that should be routine actually become routine.

Our board leadership has taken great strides during 2015-16 to establish effective governance. During 2016-17, the staff will improve its partnership in this effort by providing better staffing of the committees and more timely documents for decision-making. This is work that is led by the CEO & Superintendent, but involves the entire leadership team's efforts to go well. On a regular basis, the department chiefs regularly spend at least three to five days per month each preparing for and following up from board meetings. This is not only in support of our board's decision-making process, but integral to maintaining transparency to the public and our own stakeholders. The governance process extends to the school sites in the context of our parent task forces and other local governance processes that establish the priorities of our individual school sites as expressed both in our Local Control and Accountability Plans and the day-to-day efforts. The Chief External Officer plays a key role in supporting these community engagement practices on school sites.

Governance work also extends to interaction on an ongoing basis with the oversight bodies that authorize and review our work. During 2016-17, we will support eleven annual oversight reviews from our authorizers, three renewals, accreditation visits and various audits. The Home Office team supports the schools in producing more than sixty-five regular reports per school site per year of different kinds to various agencies. These range from monthly attendance reporting, to financial reports and statistical breakdowns of our student data.

The Home Office is responsible for a broad range of financial and operational functions. The list below, while not exhaustive, provides an idea of the range of activities that fall under financial and operational responsibilities.

Accounting	
	Accounts Payable
	Accounts Receivable
	ACH/Wire transfers
	Approvals
	Business Card Management (AmEx)

	Cash Management
	Chart of Accounts Management
	Charter School Facilities Incentive Grant Reporting
	Coding (Revenue, Expense, Object/Line Item, Location, Project, Resource)
	Contracts Review
	Deferral Exemption Application (when needed)
	Deposit Reviews
	Emergency Payments
	Form 1099
	Fund Accounting
	General Accounting (encompasses many responsibilities)
	Intra Company Loan Tracking and Reconciliations
	Procurement
	Property Inventory
	Purchasing Account Management (Amazon, Staples, Postage, etc.)
	Revenue Collection (e.g. Proof of Residency)
	RFP and Bidding Process Management
	Taxes (990s, property tax waivers)
	Treasury/Investment Management
	Vendor Relations
Personnel	
	Staff Recruitment, Career Development and Evaluation
	Leadership Development
	Staff Troubleshooting and Legal Matters
	401k (retirement programs)
	Benefits Management
	Compensation Analysis
	Credentials Management
	Form 700s Management
	Health Coverage
	Immigration Process/Docs Management
	Payroll
	PERS/STRS

	Position Control
	TB/DOJ Management
Budget	
	Board Reporting
	Budget Monitoring
	Budget Preparation
	Budget Projections and Sensitivity Analysis
	Monthly Financial Review
Audit	
	Annual Schools and Consolidated Audits
	Assurance Certification
	FCMAT
	Federal Single Audits
	Internal Controls Compliance
	Special/Categorical Funding Audits
	Specialized Audits and Investigations
	State Auditor Follow Up
	Unaudited Financials
School Reporting and Compliance (financial portion)	
	2016-17 Annual Funding Survey
	504/IEP Plans and Reporting
	Advocacy and Outreach Plans (Internal)
	After School Grants
	Annual Site Visits by Authorizers
	Assessment Plans (Internal)
	Attendance Tracking and Reporting/Norm Data
	Calendar planning (Internal)
	CalPADs
	CBEDs
	Charter
	Charter Development and Renewal

	Charter MOU
	Civil Rights Data Collection
	Com App (CARS)
	Curriculum Maps/pacing guides (Internal)
	E-Rate CIPA school admin certification (LAUSD Prop 39 schools)
	EL Master Plan Certification
	EPA
	HS Student Grade Reporting to the Student Aid Commission
	Instructional calendar for 2016-17
	Interim Placement MOU (LAUSD)
	Intervention Plans (Internal)
	LA Homeless Student Count
	LCAP
	LEA (SSD) will be in LCAP in 2018
	Lottery and Enrollment Forms and Reporting
	Math Placement Reporting (2016-17 start)
	Monthly Meal Count Reports
	Monthly Notification of School Withdrawals
	Oral Health Assessment
	P1/P2 reporting
	Parent, Student, Teacher Survey and Reporting
	PENSEC
	PI/P2 related reporting/etc.
	Professional Development Plans (Internal)
	SARC
	School Contact Information Update and Governing Board Meeting Dates Calendar
	School Site Council and ELAC Reporting
	School-based Medi-Cal Administrative Activities
	Science Testing and Reporting
	SERS (Staff Evaluation Reporting System)
	SES Reporting
	Smarter Balance Testing and Reporting
	SPED Plan(s)
	SPED Self-Review Checklist

	SPSA (Single Plan for Student Achievement, LOL) will be in LCAP in 2018
	Student Recruitment Plans
	Suspension and Expulsion Data Collection Report
	T-Dap Reporting
	Title III Immigrant Annual Survey
	Title III LEP Annual Survey
	WASC
Grants Management and Reporting	
	Asbestos Management Plan
	ASES
	Bond Quarterly Reporting
	CMO Fee Management
	eRate Tech Plan
	Fed Single Audit
	Grant Reporting
	Grants Development/Fundraising
	MPM Support
	PCSGP reporting
	Safe Schools Plans
Management and Governance	
	Banking Relationships
	Collaboration with Charter Job Alike Peers
	Finance Committee Management
	Finance related board reports
	Financial policies updating
	Fiscal Analysis
	FOIA Requests
	Home Office General Management
	Internal and External Customer Service
	Legal Services Optimization
	Ongoing staff training
	Registrations (D&B, SAMS, etc.)

	Regulator Relationship Management
	Remaining Current on Legal Requirements and Best Practices
	Special Projects (e.g. 2nd c3 resolution)
	Strategic Planning
	Troubleshooting
Debt Management	
	Bond Disclosure Reporting
	Bond Holder Relations
	Capital Planning
	Construction Project Management
	CSFA/SAB Relationship and Reporting
	Facilities Financing
	Facilities Plan
	Lease Management
	Prop 39 Management
	S&P (Rating Agencies)
	Site Facilities Options Analysis
	State Revolving Loan Applications and Reporting
	Underwriter Management
Operational Technology	
	Core Financial System
	HRIS
	Network Management
	Payroll
	POS
	Procurement/Approvals
	Student Information and Instructional Systems
Risk Management	
	Emergency Planning/Follow Up
	Insurance Coverage
	Local, State and Federal Regulatory Compliance Reviews

	Records Management and Document Control
	School Site Reviews (Annual)
	Technology Security

When Magnolia was smaller, two or three schools, it was possible for school site collaboration to drive most of the instruction and curriculum matters. As the number of schools has increased, the role of the Home Office from an instructional standpoint has become one of responsibility for insuring that all of our school sites reflect the academic program quality and student success to which Magnolia is committed. The Academic team plays a strong role in both supporting and holding school sites accountable. In addition, with a significant percentage of our faculty being not only new to Magnolia, but also new to teaching, the Academic team guides the school leadership in providing professional development that includes training, seminars, professional sharing, and in-classroom coaching. Moreover, during 2015-16, the Home Office and school leadership established multi-site collaborations to improve our programs for English Learners, Gifted and Talented students, college-going culture, positive behavior intervention, special education, and family engagement.

Also contributing to our academic success and learning culture, our Communications Department works closely with school site Deans of Culture to increase multi-directional communication with various stakeholders and organizations. As we have experienced, the greater our communication and positive relationships with the general community, the stronger become our school sites and the more protected we are from the political swings that constantly threaten the charter school movement. The communications department also works to expand collaborations and access to external grants and resources. One example of this is our grant from Mumuration that supports three community organizers working with five school sites to expand civic engagement. Other examples include our expanding relationships with arts organizations driving the deepening of the Arts portion of our STEAM mission. In addition, Magnolia receives funding from the Larta Institute in exchange for advising National Science Foundation education technology grantees requiring advice and consultation directly from K-12 schools. This not only provides about \$20,000 annually in revenue, it creates the opportunity for our Home Office and school site staff to understand the cutting edge work being done in our field.

Finally, the Home Office also is responsible for providing specialized expertise to the schools with regards to facilities and facilities financing. This is an area where it is inefficient for the schools to hire the support themselves and requires financial and operational planning organization wide. Firms that provide facilities development from the planning stage through financing and construction routinely charge eight to ten percent of the overall project costs. Our two-person team is remarkably efficient, providing expertise that would be prohibitively expensive for well under five percent of our project costs. In addition, our Home Office team is responsible for growth planning and implementation, an effort that we postponed during 2015-16 due to the need to focus first on stabilizing existing schools and routine operations. Our hope is that during 2016-17, we will be able to reconsider growth on a limited basis to ensure that when we grow we do so with quality in every area of operations academic achievement and leadership consistent with our board and stakeholders' high expectations.

Home Office (CMO) Fee Allocation

The Home Office expenses make up a total of 12.4 percent of our overall non-capital budget and are allocated to school site budgets using a formula that takes into account enrollment and school development stages. It is common for Magnolia to waive or reduce the allocation during school growth or start-up years in order to insure that the instructional program is sound during foundational development.

				Current Fee Structure (includes 5% reserve)		
	FY16-17 Budgeted ADA	Total Budgeted FY16-17 Revenues*	Budgeted FY16- 17 Net Income (Working Draft) - Before CMO Fee	CMO Fee - Current Calculation	Budgeted FY16-17 Net Income (Loss) - Current CMO Fee	CMO Fee as % of Revenue
MSA-1	519	6,962,022	1,123,193	972,684	150,509	14.0%
MSA-2	472	5,336,796	1,124,662	972,684	151,978	18.2%
MSA-3	439	5,557,630	1,223,093	881,495	341,598	15.9%
MSA-4	181	2,196,660	261,152	72,951	188,201	3.3%
MSA-5	170	1,877,220	87,199	72,951	14,248	3.9%
MSA-6	175	1,951,493	365,838	72,951	292,887	3.7%
MSA-7	293	3,700,444	649,676	607,928	41,748	16.4%
MSA-8	480	5,353,920	1,033,806	972,684	61,122	18.2%
MSA-SA	514	5,374,262	405,629	972,684	(567,055)**	18.1%
MSA-SC	194	1,044,006	117,397	-	117,397	0.0%
MSA-SD	456	3,572,865	552,866	370,217	182,649	10.4%
MERF					-	
Total	3,893	42,927,318	6,944,510	5,969,230	975,280	13.9%

- *Includes all revenues
- **Anticipated Growth Deficit

Organizational Chart

Magnolia Education and Research Foundation

2015-2016 Current Home Office Structure
May 1, 2016, with Changes in 2016-17 Budget



General Fund, CMO Fee or Regional Allocation



Capital Funds

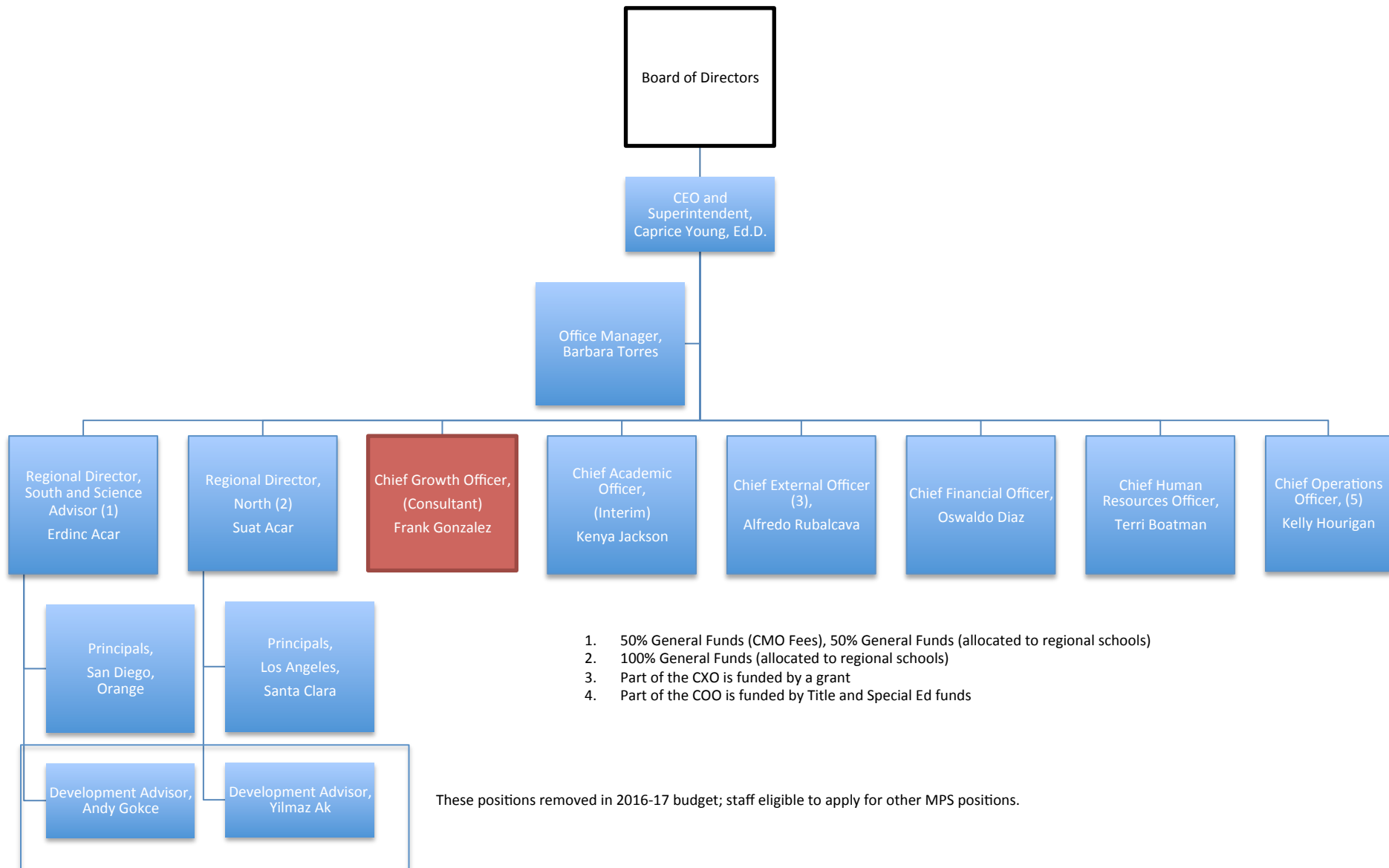


Title and Special Education Funds

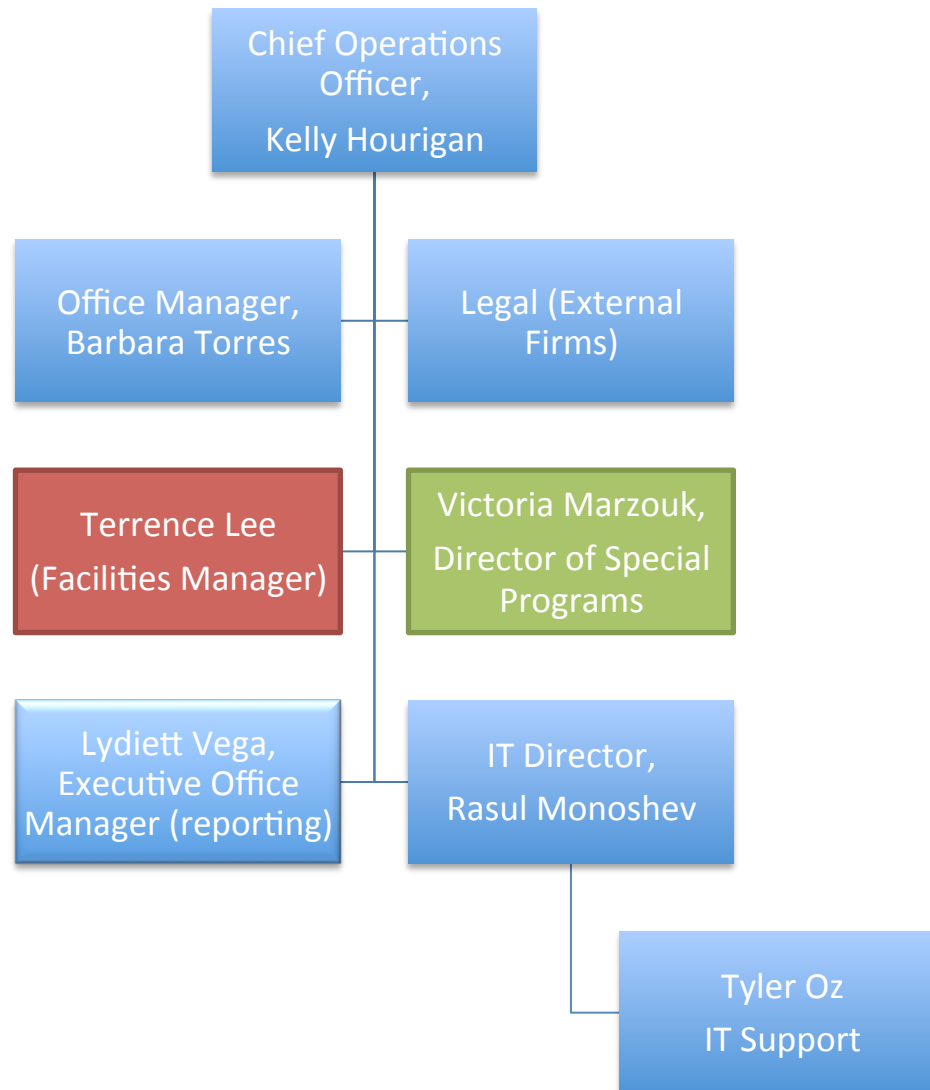


Grant Funds

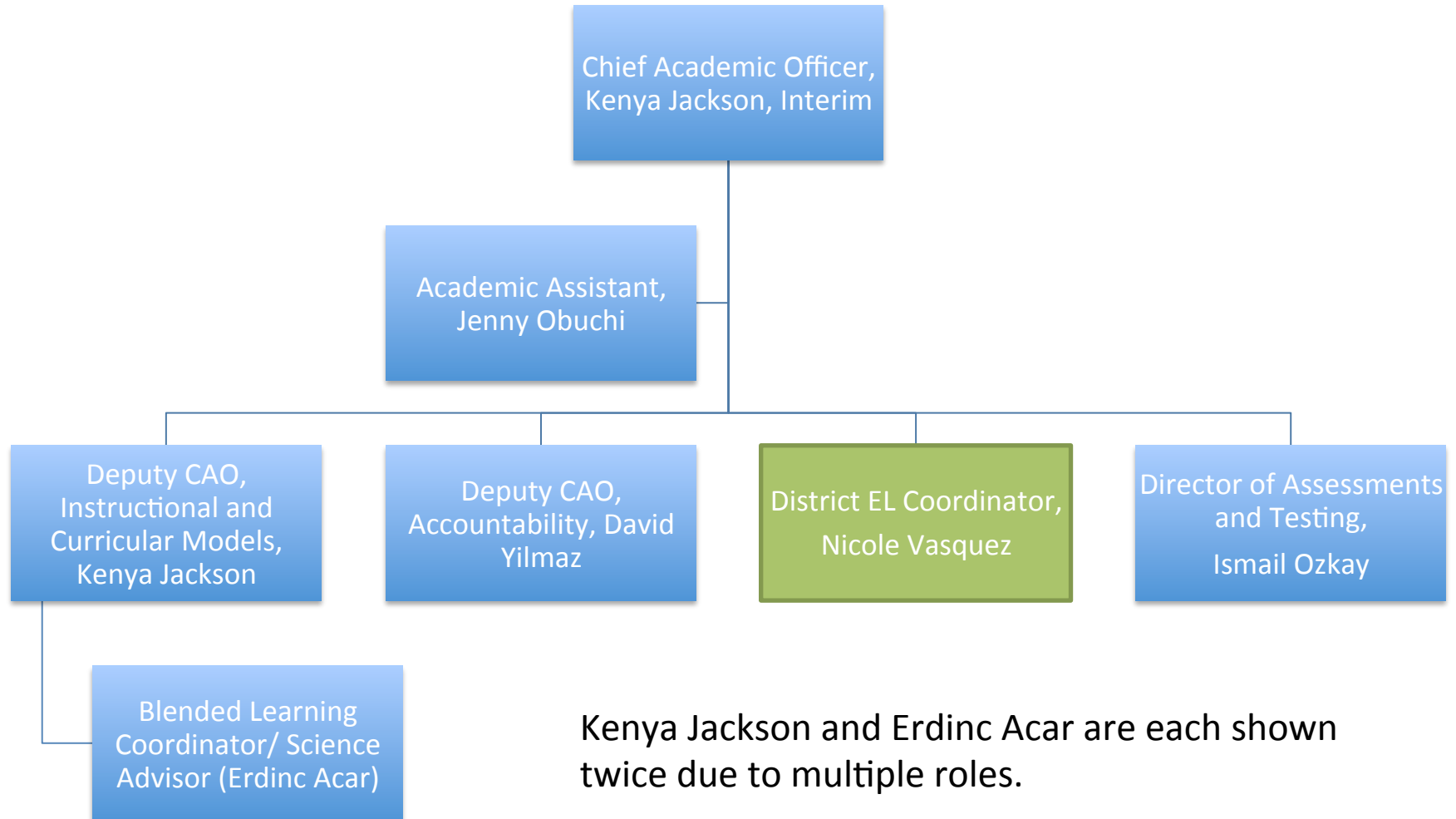
Chiefs Structure



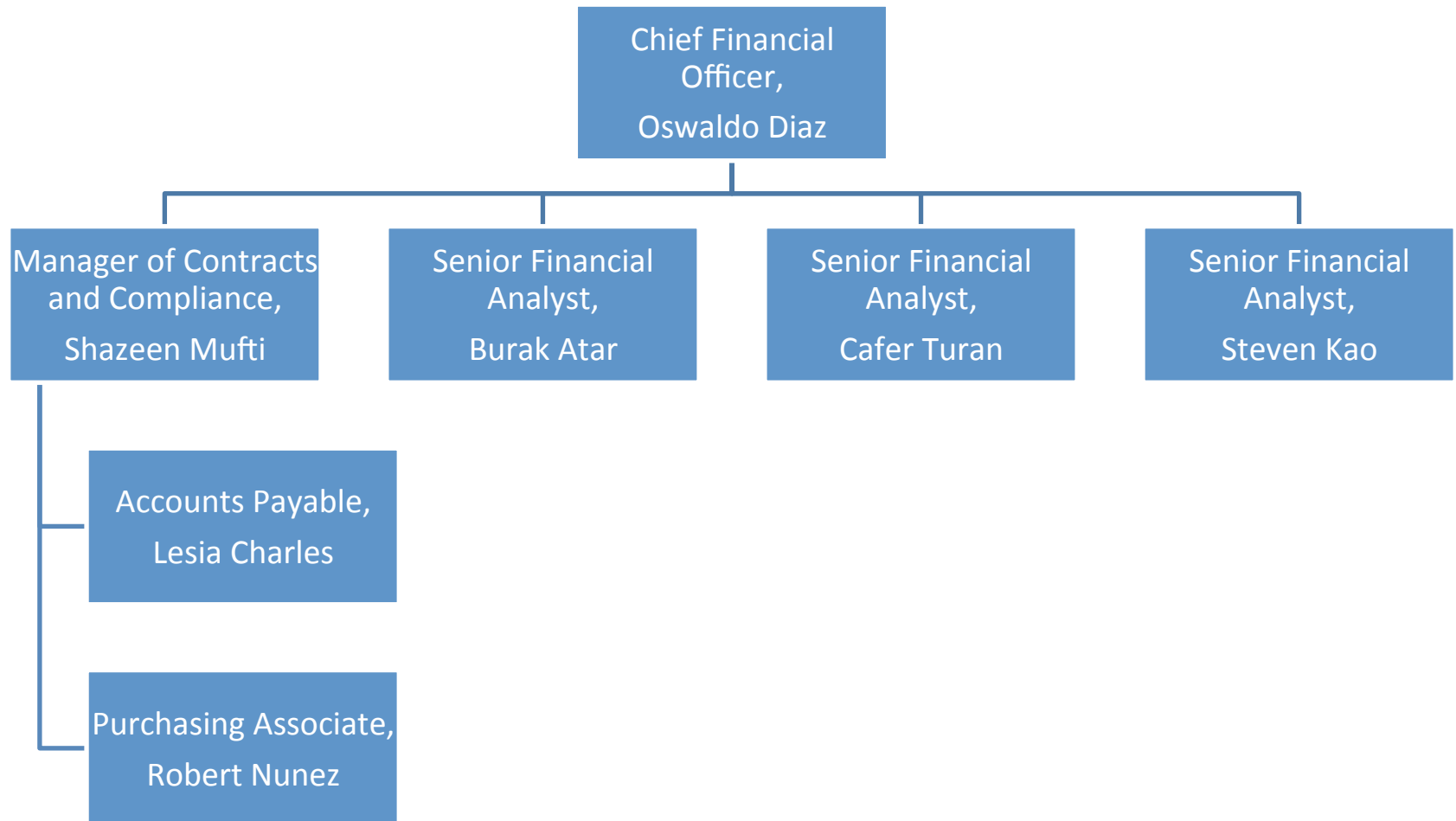
Chief Operations Officer



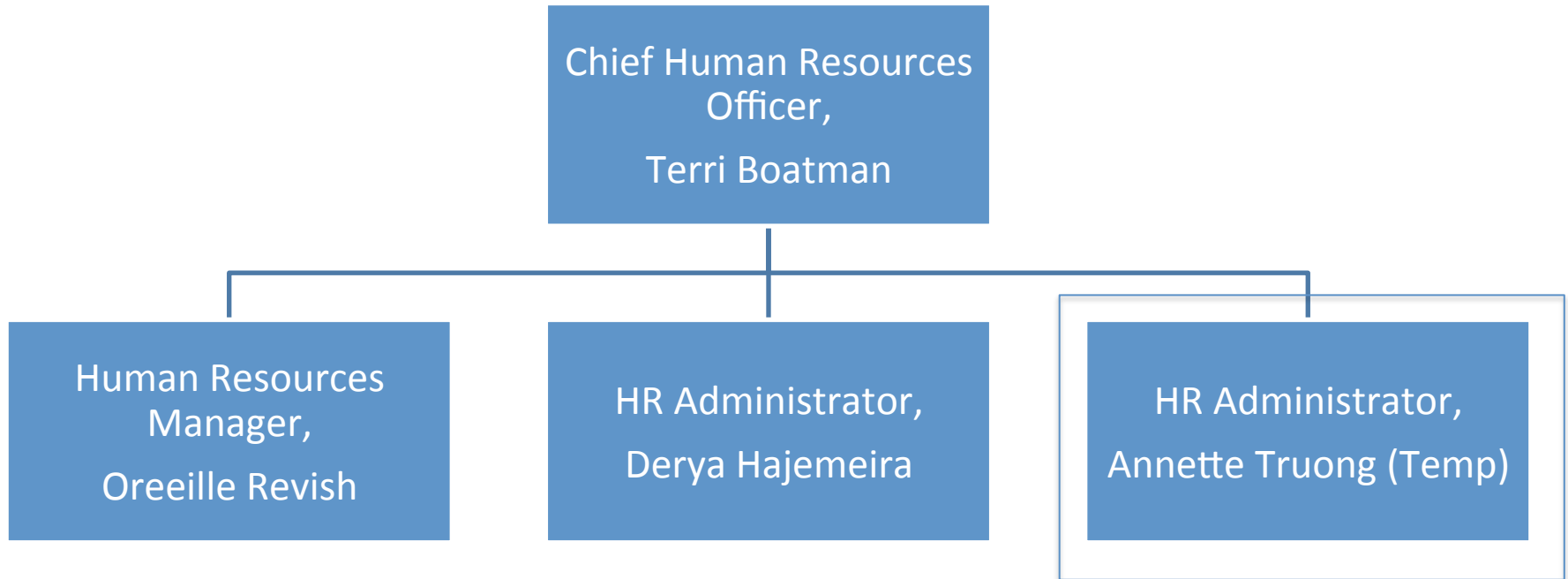
Chief Academic Officer



Chief Financial Officer



Human Resources



This position is removed in the 2016-17 budget. Temporary employee eligible to apply for other MPS positions.

Chief Growth Officer

Chief Growth Officer,
Frank Gonzalez
(Consultant)

Manager, Capital Projects and
Facilities,
Terrence Lee



Chief External Officer

Chief External Officer
(CXO),
Alfredo Rubalcava

Director, Partnership
Development,
Ismael Soto

Communications/
Media, Thalia
Velasquez, Intern

Parent Organizing
(Consultants)

Media and
Stakeholder Relations
(Consultants)

Civic Engagement
(2.5 Grant Positions)

School Synopses

SCHOOL SITE SYNOPSIS

SCHOOL INFORMATION

School Name: Magnolia Science Academy 1, Reseda

Address: 18238 Sherman Way Reseda CA 91335

Principal: Mustafa Sahin, M.Ed.

Grades Served: 6-12th grade

Operating Year: 2002

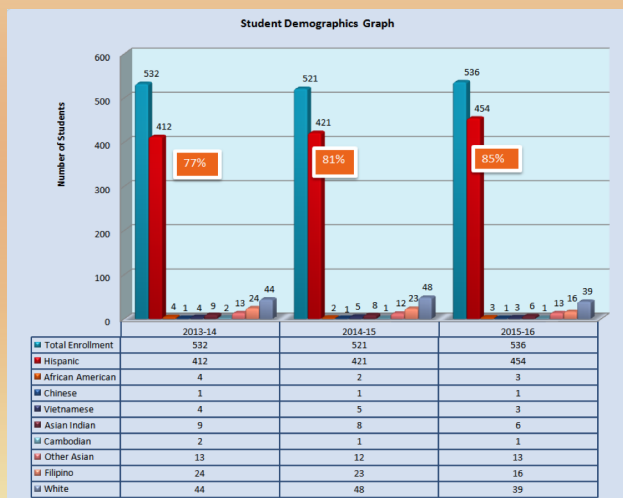
REVENUE & EXPENSES

2013/14	Revenue	\$5,291,036.00
	Expense:	\$4,482,909.00
2014/15	Revenue	\$5,530,163.00
	Expense:	\$5,526,861.00
2015-16 Forecasted	Revenue	\$6,972,876.00
	Expense:	\$6,684,401.00

STUDENT ACHIEVEMENT

- MSA 1-won Silver award in the US News and World Report Rankings
- Currently 365 home visits have happened (80% of our parents/families)
- In our graduating class: 4 year college acceptance rate is 70%; 12 college acceptances from top 50 college in the US.
- MSA 1 has 3 students who have received the Bronze Congressional Award.
- Genius International Olympiad 2016 finalists:
- Magnolia Science Expo: 2 1st place 2 2nd place 3 Recognition Awards - 2 for design and 1 for music
- Students attended AMC-8 AMC-10 and MathCounts
- 18 High School students participated in SRLA (Students Run Los Angeles), completing the LA Marathon.
- MSA 1 Lady Warriors Volleyball were League Champion for the third year in a row.
- High School flag football team won the charter league championship

STUDENT POPULATION



STAFF POPULATION

2014-2015- 3 Admin, 3 SPED, 25 FT Teacher, 2 PT Teachers, 1 Title 1, 1 College, 2 PT janitors, 1 PT IT, 1 After school, 1 Maintenance

2015-2016 -4 Admin, 3 SPED, 26 FT Teacher, 2 Title 1, 1 College, 2 PT janitors, 1 PT IT, 1 After school, 1 Maintenance

2016-2017 -4 Admin, 4 SPED, 26 FT Teacher, 2 Title 1, 1 College, 3 PT janitors, 1 PT IT, 1 Maintenance

SCHOOL SITE SYNOPSIS

MAJOR ACCOMPLISHMENTS

- MSA 1 won Silver award in the US News and World Report Rankings
- Our WEX Robotics team competed in the World Vex Robotics tournament
- Currently 365 home visits have happened (80% of our parents/families)
- Purchased the gym
- MSA 1 is partnering with the city of Reseda and the LA Kings to build a new athletics facility that will include 2 ice rinks, soccer field, and multipurpose room.
- 8 High School students are on the LA Mayor's Youth Council, participating in civic engagement and community service projects sourced from the local area.
- 4 students (3 12th graders and 1 6th grader) received an Honorable Mention in the Phi Delta Kappa's San Fernando Valley Chapter's Barbara Champion Essay Contest
- Hosted the 3rd Annual Community Bike Ride with Councilmember Bob Blumenfield
- In our graduating class: 4 year college acceptance rate is 70%; 12 college acceptances from top 50 college in the US.

MAJOR BUDGET CHANGES AND RATIONAL

- There is no major budget changes, we would like to add a 3rd PT Janitor, and add a full time Life coach who has been doing it as a part time beside teaching 3 periods a day.

MAJOR FOCUS AREAS FOR 2016-2017

- Increase our AP Passage rate
- Increase our SBAC proficiency and advance rate
- Finish the High school construction, and start 2017-2018 in the new building.
- Start the Ice ring project with City and LA Kings

2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

- Renewal

MSA-1

FY16-17 Budget Draft

As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-1	Current Forecast - MSA-1	Preliminary Budget - MSA-1	Variance - 2016/17 vs. 2015/16 Forecast
SUMMARY					
Revenue					
	General Block Grant	4,914,540	4,893,299	5,251,882	358,583
	Federal Revenue	737,286	667,409	695,788	28,379
	Other State Revenues	1,306,172	1,300,341	898,244	(402,096)
	Local Revenues	34,000	59,077	60,107	1,030
	Fundraising and Grants	35,000	52,750	56,000	3,250
	Total Revenue	7,026,998	6,972,876	6,962,022	(10,854)
Expenses					
	Compensation and Benefits	3,164,092	3,313,523	3,400,717	87,194
	Books and Supplies	928,664	794,000	539,025	(254,975)
	Services and Other Operating Expenditures	2,705,608	2,576,879	2,690,003	113,124
	Capital Outlay	10,400	3,800,000	100,000	(3,700,000)
	Total Expenses	6,808,765	10,484,401	6,729,745	(3,754,656)
	Operating Income (including Capex, excluding Depreciation)	218,234	(3,511,525)	232,277	3,743,802
	Net Income (including Depreciation)	152,066	211,907	150,509	(61,398)
Fund Balance					
	Beginning Balance (Unaudited)	2,101,135	2,101,135	2,439,125	337,991
	Audit Adjustment	-	126,083	-	
	Beginning Balance (Audited)	2,101,135	2,227,218	2,439,125	211,907
	Operating Income (including Depreciation)	152,066	211,907	150,509	(61,398)
	Ending Fund Balance (including Depreciation)	2,253,201	2,439,125	2,589,635	150,509
	Ending Fund Balance as a % of Expenses	33%	23%	38%	15%

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FY16-17 Budget Draft

As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-1	Current Forecast - MSA-1	Preliminary Budget - MSA-1	Variance - 2016/17 vs. 2015/16 Forecast
Detail					
Enrollment Summary					
	K-3	-	-	-	
	4-6	84	85	85	-
	7-8	181	180	180	-
	9-12	277	272	272	-
	Total Enrolled	542	537	537	-
ADA %					
	Average	97%	97%	97%	0%
ADA					
	Total ADA	525.7	518.8	518.2	-0.6
Demographic Information					
Prior Year					
	ADA (P-2)	512	512	519	7
	Enrollment	530	530	537	7
	# Unduplicated (CALPADS)	486	485	498	13
	# Free & Reduced Lunch (CALPADS)	480	480	492	12
	# ELL (CALPADS)	64	64	66	2
Current Year					
	CALPADS Enrollment (for unduplicated % calc	542	540	537	(3)
	# Unduplicated (CALPADS)	497	498	495	(3)
	# Free & Reduced Lunch (CALPADS)	491	492	492	-
	# ELL (CALPADS)	65	66	66	-
	New Students	12	7	-	

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FY16-17 Budget Draft

As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-1	Current Forecast - MSA-1	Preliminary Budget - MSA-1	Variance - 2016/17 vs. 2015/16 Forecast
LCFF Entitlement					
8011	Charter Schools LCFF - State Aid	3,274,065	3,137,822	3,526,381	388,559
8012	Education Protection Account Entitlement	775,753	770,378	741,455	(28,922)
8096	Charter Schools in Lieu of Property Taxes	864,721	985,099	984,045	(1,054)
		4,914,540	4,893,299	5,251,882	358,583
8100 Federal Revenue					
8181	Special Education - Entitlement	104,444	103,057	104,677	1,621
8220	Child Nutrition Programs	378,550	264,295	264,295	-
8290	No Child Left Behind	-	-	-	-
8291	Title I	202,757	202,757	207,826	5,069
8292	Title II	8,035	8,035	8,236	201
8293	Title III	41,984	41,984	46,254	4,270
8296	Other Federal Revenue	-	-	64,500	64,500
8297	PY Federal - Not Accrued	1,516	47,281	-	-
SUBTOTAL - Federal Income		737,286	667,409	695,788	28,379
8300 Other State Revenues					
8319	Other State Apportionments - Prior Years	1,322	28,391	-	-
8381	Special Education - Entitlement (State)	294,267	290,360	294,859	4,498
8520	Child Nutrition - State	34,648	22,591	22,591	-
8545	School Facilities Apportionments	394,305	379,516	332,166	(47,350)
8550	Mandated Cost Reimbursements	14,884	285,285	14,680	(270,605)
8560	State Lottery Revenue	95,159	93,896	83,949	(9,946)
8590	All Other State Revenue	321,588	50,302	-	-
8593	ASES	150,000	150,000	150,000	-
SUBTOTAL - Other State Income		1,306,172	1,300,341	898,244	(402,096)

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FY16-17 Budget Draft

As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-1	Current Forecast - MSA-1	Preliminary Budget - MSA-1	Variance - 2016/17 vs. 2015/16 Forecast
8600	Other Local Revenue				
8634	Food Service Sales	5,000	7,000	7,000	-
8636	Uniforms	10,000	10,000	-	
8682	Summer Program	-	-	13,600	13,600
8690	Other Local Revenue	19,000	19,000	19,000	-
8714	Opt3 Grants	-	20,507	20,507	-
8720	Refunds	-	2,570	-	
SUBTOTAL - Local Revenues		34,000	59,077	60,107	1,030
8800	Donations/Fundraising				
8802	Donations - Private	-	2,750	2,750	-
8803	Fundraising	35,000	50,000	53,250	3,250
SUBTOTAL - Fundraising and Grants		35,000	52,750	56,000	3,250
TOTAL REVENUE		7,026,998	6,972,876	6,962,022	(10,854)

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FY16-17 Budget Draft

As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-1	Current Forecast - MSA-1	Preliminary Budget - MSA-1	Variance - 2016/17 vs. 2015/16 Forecast
EXPENSES					-
Compensation & Benefits					-
Certificated Employees Summary					-
1100	Teachers Salaries	1,757,093	1,814,531	1,889,346	74,815
1300	Certificated Supervisor & Administrator Sala	378,034	392,680	420,073	27,393
					-
SUBTOTAL - Certificated Employees		2,135,127	2,207,211	2,309,419	102,208
Classified Employees Summary					-
2400	Classified Clerical & Office Salaries	164,213	164,213	173,174	8,961
2900	Classified Other Salaries	175,674	227,014	187,025	(39,989)
					-
SUBTOTAL - Classified Employees		339,887	391,227	360,199	(31,028)
Employee Benefits Summary					-
3100	STRS	223,057	230,436	279,729	49,293
3200	PERS	18,900	23,387	21,860	(1,527)
3300	OASDI-Medicare-Alternative	60,164	66,132	67,994	1,861
3400	Health & Welfare Benefits	307,500	310,625	325,451	14,826
3500	Unemployment Insurance	32,281	35,725	1,361	(34,364)
3600	Workers Comp Insurance	32,175	33,780	34,705	925
3900	Other Employee Benefits	15,000	15,000	-	(15,000)
					-
SUBTOTAL - Employee Benefits		689,078	715,085	731,099	16,015

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FY16-17 Budget Draft

As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-1	Current Forecast - MSA-1	Preliminary Budget - MSA-1	Variance - 2016/17 vs. 2015/16 Forecast
4000	Books & Supplies				
4100	Approved Textbooks & Core Curricula Materials	250,000	229,000	40,000	(189,000)
4200	Books & Other Reference Materials	26,000	16,300	10,000	(6,300)
4315	Custodial Supplies	34,000	34,000	20,000	(14,000)
4320	Educational Software	32,850	32,850	20,000	(12,850)
4325	Instructional Materials & Supplies	5,150	22,650	25,000	2,350
4326	Art & Music Supplies	5,000	5,000	5,000	-
4330	Office Supplies	29,500	29,308	9,200	(20,108)
4335	PE Supplies	-	-	-	-
4340	Professional Development Supplies	1,000	3,200	-	(3,200)
4345	Non Instructional Student Materials & Supplies	45,000	44,600	20,000	(24,600)
4346	Teacher Supplies	500	500	5,000	4,500
4350	Uniforms	-	1,400	1,500	100
4400	Noncapitalized Equipment	70,000	62,000	30,000	(32,000)
4410	Classroom Furniture, Equipment & Supplies	5,000	8,000	-	(8,000)
4420	Computers (individual items less than \$5k)	13,187	34,187	33,500	(687)
4430	Non Classroom Related Furniture, Equipment &	1,813	6,813	20,000	13,187
4700	Food	409,664	260,000	296,825	36,825
4720	Other Food	-	4,000	3,000	(1,000)
SUBTOTAL - Books and Supplies		928,664	794,000	539,025	(254,975)

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FY16-17 Budget Draft

As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-1	Current Forecast - MSA-1	Preliminary Budget - MSA-1	Variance - 2016/17 vs. 2015/16 Forecast
5000	Services & Other Operating Expenses				
5101	Shared Management Fee - CMO	873,103	898,657	972,684	74,027
5200	Travel & Conferences	36,768	-	-	-
5210	Conference Fees	3,000	32,477	20,000	(12,477)
5215	Travel - Mileage, Parking, Tolls	500	2,000	2,000	-
5220	Travel and Lodging	-	6,500	2,000	(4,500)
5300	Dues & Memberships	7,854	7,854	7,854	-
5450	Insurance - Other	41,250	27,127	27,941	814
5500	Operations & Housekeeping	29,400	49,185	29,400	(19,785)
5510	Utilities - Gas and Electric	42,600	54,000	54,000	-
5605	Equipment Leases	24,000	20,439	15,000	(5,439)
5610	Rent	600,000	506,021	442,888	(63,133)
5615	Repairs and Maintenance - Building	35,000	57,300	40,000	(17,300)
5617	Repairs and Maintenance - Other Equipment	1,000	8,600	2,000	(6,600)
5803	Accounting Fees	5,000	5,000	5,000	-
5809	Banking Fees	1,500	1,500	1,500	-
5813	School Programs - After School Program	150,000	23,264	150,000	126,736
5814	School Programs - Academic Competitions	100	3,600	5,000	1,400
5819	School Programs - Other	49,900	46,400	13,000	(33,400)
5820	Consultants - Non Instructional	24,000	14,000	15,000	1,000
5822	Other Professional Services	69,000	66,725	77,565	10,840
5824	District Oversight Fees	49,145	48,933	52,519	3,586
5830	Field Trips Expenses	20,000	26,786	21,765	(5,021)
5843	Interest - Loans Less than 1 Year	283,876	122,344	192,000	69,656
5845	Legal Fees	20,000	20,000	20,000	-
5848	Licenses and Other Fees	-	19,372	-	(19,372)
5851	Marketing and Student Recruiting	18,000	18,000	15,000	(3,000)
5857	Payroll Fees	3,366	18,775	26,400	7,625
5861	Prior Yr Exp (not accrued)	1,502	73,012	-	(73,012)

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FY16-17 Budget Draft

As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-1	Current Forecast - MSA-1	Preliminary Budget - MSA-1	Variance - 2016/17 vs. 2015/16 Forecast
5863	Professional Development	86,900	86,900	119,100	32,200
5869	Special Education Contract Instructors	50,000	58,192	100,000	41,808
5872	Special Education Encroachment	79,742	78,683	79,907	1,224
5884	Substitutes	54,280	54,280	54,280	-
5887	Technology Services	28,200	76,360	46,200	(30,160)
5893	Transportation - Student	1,000	1,714	-	(1,714)
5900	Communications	9,600	17,100	70,000	52,900
5915	Postage and Delivery	6,022	5,967	10,000	4,033
SUBTOTAL - Services & Other Operating Exp		2,705,608	2,576,879	2,690,003	113,124

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FY16-17 Budget Draft

As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-1	Current Forecast - MSA-1	Preliminary Budget - MSA-1	Variance - 2016/17 vs. 2015/16 Forecast
6000	Capital Outlay				-
6100	Sites & Improvement of Sites	-	-	60,000	60,000
6200	Buildings & Improvement of Buildings	10,400	3,800,000	-	(3,800,000)
6400	Equipment	-	-	40,000	40,000
					-
	SUBTOTAL - Capital Outlay	10,400	3,800,000	100,000	(3,700,000)
TOTAL EXPENSES		6,808,765	10,484,401	6,729,745	(3,754,656)
6900	Total Depreciation (includes Prior Years)	76,567	76,567	181,768	105,200
TOTAL EXPENSES including Depreciation		6,874,932	6,760,969	6,811,513	50,544

SCHOOL SITE SYNOPSIS

SCHOOL INFORMATION

School Name: Magnolia Science Academy-2
Address: 17125 Victory Blvd, Van Nuys, CA 91406
Principal: Steven Keskinturk
Grades Served: 6-12th grade
Operating year: 2007

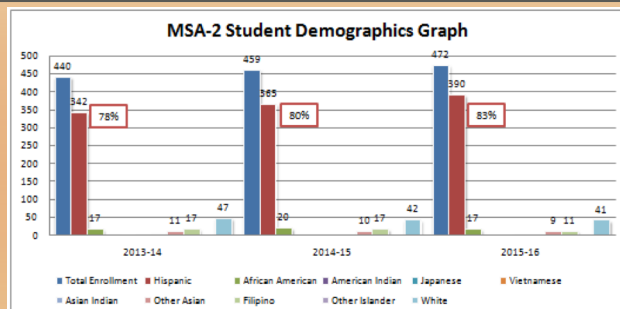
REVENUE & EXPENSES

Year	2013-14	2014-15	Forecast 2015-16
Revenue	\$3,322,756	\$4,005,530	\$5,183,117
Expenses	\$2,772,635	\$3,850,679	\$5,020,965

STUDENT ACHIEVEMENT

- 64% of our 12th Grade Students were accepted to a 4 year College, Total of 83 UC and CSU Acceptances plus 15 additional acceptances to private and out of state colleges
- MSA-2 Senior Student received \$20,000 Reebok Scholarship from Footlocker
- MSA-2 students participated to Academic Decathlon 2016 and won various medals (Silver and Bronze Medal in Math, Silver Medal in Science, Bronze Medal in Social Science, Bronze Medal in Essay, Gold Medal in Interview, Bronze Medal in Literature, Gold Medal in Art, Gold and Bronze Medal in Music)
- 3 students won Congressional Leadership Award (2 Bronze Medals and one Silver Medal)
- 2016 ISWEEP Competition in Houston, Texas. (Honorable Mention)
- Genius International Olympiad 2016 finalists in Science and Art
- STEAM EXPO 2016 (BIO) 1st Place, 2nd Place, 3rd Place

STUDENT POPULATION



MSA-2 Student Demographics Graph

	2013-14	2014-15	2015-16
Total Enrollment	440	459	472
Hispanic	342	365	390
African American	17	20	17
American Indian	1	1	0
Japanese	0	1	0
Vietnamese	1	1	1
Asian Indian	4	2	2
Other Asian	11	10	9

STAFF POPULATION

2014-2015

3 Admin, 3 SPED, 24 FT Teacher, 1 Title-1,
1 College, 1 PT IT, 1 PT Maintenance

2015-2016

4 Admin, 3 SPED, 24 FT Teacher, 2 Title-1,
1 College, 1 PT IT, 1 FT Maintenance

2016-2017

4 Admin, 3 SPED, 24 FT Teacher, 2 Title-1,
1 College, 1 PT IT, 1 FT Maintenance

SCHOOL SITE SYNOPSIS

MAJOR ACCOMPLISHMENTS

1. MSA 2 won Gold award in the US News and World Report Rankings (Best Charter High school in Los Angeles)
2. Full WASC Accreditation until 2022
3. Certificate of Special Congressional Recognition from Brad Sherman U.S. Member of Congress
4. Currently 165 Home visits made to our families
5. Offering free Saturday School to students and parents
6. Organized trip to California State Capitol in Sacramento with parents and students
7. Hosted Professor Levon Marashlian from Glendale Community College giving a presentation to MSA-2 staff, parents, and students on Armenian Genocide
8. 64% of our 12th Grade Students were accepted to a 4 year College, Total of 83 UC and CSU Acceptances plus 15 additional acceptances to private and out of state colleges
9. MSA-2 Senior Student received \$20,000 Reebok Scholarship from Footlocker

MAJOR BUDGET CHANGES AND RATIONAL

- There are no major budget changes; we would like to change a PT Teacher Aide to a FT Teacher Aide

MAJOR FOCUS AREAS FOR 2016-2017

- Increase our SBAC proficiency and advance rate
- Increase our AP Passage rate
- Increase enrollment in High School

2016-2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

- Charter Renewal

MSA-2

FY16-17 Budget Draft

As of most recent monthly close-April 2016

	2015/16	2015/16	2016/17	
	Approved Budget - MSA-2	Current Forecast - MSA-2	Preliminary Budget - MSA-2	Variance - 2016/17 Budget vs. 2015/16 Forecast
SUMMARY				
Revenue				
General Block Grant	4,221,852	4,100,075	4,518,779	418,704
Federal Revenue	297,775	302,192	344,735	42,543
Other State Revenues	643,821	633,174	355,213	(277,962)
Local Revenues	99,256	122,675	93,069	(29,606)
Fundraising and Grants	25,000	25,000	25,000	-
Total Revenue	5,287,703	5,183,117	5,336,796	153,679
Expenses				
Compensation and Benefits	2,472,466	2,492,056	3,022,288	530,232
Books and Supplies	683,524	559,844	259,858	(299,986)
Services and Other Operating Expenditures	1,789,873	1,969,065	1,868,672	(100,393)
Capital Outlay	-	175,778	20,000	(155,778)
Total Expenses	4,945,863	5,196,743	5,170,818	(25,925)
Operating Income (including Capex, excluding Depreciatio	341,841	(13,627)	165,978	179,605
Net Income (including Depreciation)	307,117	101,029	151,978	50,949
Fund Balance				
Beginning Balance (Unaudited)	987,700	987,700	1,095,288	107,588
Audit Adjustment	-	6,559	-	(6,559)
Beginning Balance (Audited)	987,700	994,259	1,095,288	101,029
Operating Income (including Depreciation)	307,117	101,029	151,978	50,949
Ending Fund Balance (including Depreciation)	1,294,817	1,095,288	1,247,266	151,978
Ending Fund Balance as a % of Expenses	26%	21%	24%	3%

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FY16-17 Budget Draft

As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-2	Current Forecast - MSA-2	Preliminary Budget - MSA-2	Variance - 2016/17 Budget vs. 2015/16 Forecast
Detail					
Enrollment Summary		-	-	-	-
	K-3	-	-	-	-
	4-6	103	95	95	-
	7-8	191	210	210	-
	9-12	191	182	182	-
	Total Enrolled	485	487	487	-
ADA %					
	Average	98%	94%	96.50%	2%
ADA					
	K-3	0.0	0.0	0.0	0.0
	4-6	100.4	91.0	91.7	0.7
	7-8	186.2	199.0	202.7	3.6
	9-12	186.2	168.8	175.6	6.8
	Total ADA	472.9	458.8	470.0	11.1
Demographic Information					-
Prior Year					-
	ADA (P-2)	438	438	459	21
	Enrollment	459	459	487	28
	# Unduplicated (CALPADS)	368	368	395	27
	# Free & Reduced Lunch (CALPADS)	355	355	386	31
	# ELL (CALPADS)	66	66	63	(3)
Current Year		-	-	-	-
	CALPADS Enrollment (for unduplicated % calc	485	487	487	-
	# Unduplicated (CALPADS)	389	395	395	-
	# Free & Reduced Lunch (CALPADS)	375	386	386	-
	# ELL (CALPADS)	70	63	63	-
	New Students	26	28	-	(28)

MSA-2

FY16-17 Budget Draft
As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-2	Current Forecast - MSA-2	Preliminary Budget - MSA-2	Variance - 2016/17 Budget vs. 2015/16 Forecast
LCFF Entitlement					
8011	Charter Schools LCFF - State Aid	2,761,831	2,562,568	2,968,874	406,307
8012	Education Protection Account Entitlement	682,251	666,231	657,483	(8,747)
8096	Charter Schools in Lieu of Property Taxes	777,771	871,276	892,421	21,145
		4,221,852	4,100,075	4,518,779	418,704
8100 Federal Revenue					-
8181	Special Education - Entitlement	93,941	91,149	94,931	3,782
8291	Title I	128,406	132,134	143,672	11,538
8292	Title II	-	1,920	2,088	168
8293	Title III	1,131	1,131	1,197	66
8296	Other Federal Revenue	74,297	74,297	102,847	28,550
8297	PY Federal - Not Accrued	-	1,561	-	(1,561)
SUBTOTAL - Federal Income		297,775	302,192	344,735	42,543
8300 Other State Revenues					-
8319	Other State Apportionments - Prior Years	335	11,720	-	(11,720)
8381	Special Education - Entitlement (State)	264,678	256,811	267,404	10,594
8382	Special Education Reimbursement (State)	10,012	-	-	-
8520	Child Nutrition - State	-	-	-	-
8545	School Facilities Apportionments	-	-	-	-
8550	Mandated Cost Reimbursements	11,895	242,484	11,676	(230,808)
8560	State Lottery Revenue	85,590	83,046	76,133	(6,914)
8590	All Other State Revenue	271,310	39,113	-	(39,113)
SUBTOTAL - Other State Income		643,821	633,174	355,213	(277,962)
8600 Other Local Revenue					-
8636	Uniforms	30,000	30,000	30,900	900
8639	All Other Sales	-	300	-	(300)
8682	Summer Program	43,951	43,951	13,600	(30,351)

MSA-2

FY16-17 Budget Draft

As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-2	Current Forecast - MSA-2	Preliminary Budget - MSA-2	Variance - 2016/17 Budget vs. 2015/16 Forecast
8690	Other Local Revenue	10,000	20,881	20,881	-
8693	Field Trips	15,000	15,000	15,450	450
8714	Opt3 Grants	-	12,238	12,238	-
8720	Refunds	305	305	-	(305)
8999	Uncategorized Revenue	-	-	-	-
SUBTOTAL - Local Revenues		99,256	122,675	93,069	(29,606)
8800	Donations/Fundraising				
8802	Donations - Private	100	550	550	-
8803	Fundraising	24,900	24,450	24,450	-
SUBTOTAL - Fundraising and Grants		25,000	25,000	25,000	-
TOTAL REVENUE		5,287,703	5,183,117	5,336,796	153,679
EXPENSES					
Compensation & Benefits					-
					-
					-
1000	Certificated Salaries				-
1100	Teachers Salaries	1,472,237	1,346,710	1,636,384	289,674
1300	Certificated Supervisor & Administrator Salaries	234,598	308,534	341,132	32,597
SUBTOTAL - Certificated Employees		1,706,835	1,655,244	1,977,516	322,272
2000	Classified Salaries				
2400	Classified Clerical & Office Salaries	165,006	166,021	187,500	21,479
2900	Classified Other Salaries	59,766	127,286	191,105	63,818
SUBTOTAL - Classified Employees		224,772	293,308	378,605	85,297
Employee Benefits Summary					
3100	STRS	177,177	176,159	245,878	69,719
3200	PERS	22,900	23,020	28,074	5,054
3300	OASDI-Medicare-Alternative	45,047	47,645	59,392	11,747

MSA-2

FY16-17 Budget Draft
As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-2	Current Forecast - MSA-2	Preliminary Budget - MSA-2	Variance - 2016/17 Budget vs. 2015/16 Forecast
3400	Health & Welfare Benefits	266,663	266,875	301,016	34,141
3500	Unemployment Insurance	961	1,474	1,178	(296)
3600	Workers Comp Insurance	25,111	25,331	30,630	5,298
3900	Other Employee Benefits	3,000	3,000	-	(3,000)
SUBTOTAL - Employee Benefits		540,859	543,504	666,167	122,663
4000	Books & Supplies				
4100	Approved Textbooks & Core Curricula Materials	260,000	373,201	25,000	(348,201)
4200	Books & Other Reference Materials	30,000	6,574	10,000	3,426
4315	Custodial Supplies	6,000	1,000	6,000	5,000
4320	Educational Software	10,000	24,622	30,000	5,378
4325	Instructional Materials & Supplies	13,500	20,858	25,558	4,700
4326	Art & Music Supplies	1,500	1,500	1,500	-
4330	Office Supplies	25,000	25,000	27,200	2,200
4335	PE Supplies	1,000	1,300	-	(1,300)
4340	Professional Development Supplies	2,000	4,300	2,300	(2,000)
4345	Non Instructional Student Materials & Supplies	34,000	9,508	9,058	(450)
4346	Teacher Supplies	250	1,250	250	(1,000)
4350	Uniforms	500	500	500	-
4400	Noncapitalized Equipment	15,000	638	30,000	29,362
4410	Classroom Furniture, Equipment & Supplies	25,000	17,000	15,000	(2,000)
4420	Computers (individual items less than \$5k)	160,968	2,834	-	(2,834)
4430	Non Classroom Related Furniture, Equipment &	-	5,052	10,000	4,948
4700	Food	97,562	62,964	64,492	1,528
4720	Other Food	1,244	1,744	3,000	1,256
SUBTOTAL - Books and Supplies		683,524	559,844	259,858	(299,986)
5000	Services & Other Operating Expenses				-
5101	Shared Management Fee - CMO	873,103	1,077,532	972,684	(104,848)
5200	Travel & Conferences	8,038	7,838	-	(7,838)
5210	Conference Fees	30,714	6,638	20,000	13,362

MSA-2

FY16-17 Budget Draft
As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-2	Current Forecast - MSA-2	Preliminary Budget - MSA-2	Variance - 2016/17 Budget vs. 2015/16 Forecast
5215	Travel - Mileage, Parking, Tolls	200	2,976	5,000	2,024
5220	Travel and Lodging	-	6,500	5,000	(1,500)
5225	Travel - Meals & Entertainment	-	-	6,000	6,000
5300	Dues & Memberships	6,000	6,000	6,000	-
5450	Insurance - Other	37,125	23,504	24,209	705
5500	Operations & Housekeeping	8,400	1,400	-	(1,400)
5605	Equipment Leases	14,400	9,400	12,000	2,600
5610	Rent	144,000	139,606	179,794	40,188
5615	Repairs and Maintenance - Building	5,000	90,500	5,000	(85,500)
5617	Repairs and Maintenance - Other Equipment	1,000	3,000	2,000	(1,000)
5803	Accounting Fees	8,345	8,345	8,345	-
5809	Banking Fees	1,000	1,000	1,000	-
5813	School Programs - After School Program	1,105	3,605	3,605	-
5814	School Programs - Academic Competitions	1,000	1,500	1,000	(500)
5815	Consultants - Instructional	75,000	6,949	5,000	(1,949)
5819	School Programs - Other	3,000	54,699	13,000	(41,699)
5820	Consultants - Non Instructional	18,000	38,000	23,000	(15,000)
5822	Other Professional Services	56,000	48,700	67,234	18,534
5824	District Oversight Fees	42,219	41,001	45,188	4,187
5830	Field Trips Expenses	35,000	11,000	25,000	14,000
5843	Interest - Loans Less than 1 Year	1,000	1,000	-	(1,000)
5845	Legal Fees	30,000	30,000	30,000	-
5851	Marketing and Student Recruiting	24,000	9,000	24,000	15,000
5857	Payroll Fees	3,686	12,613	21,327	8,714
5861	Prior Yr Exp (not accrued)	13,888	13,827	-	(13,827)
5863	Professional Development	118,000	70,700	77,100	6,400
5869	Special Education Contract Instructors	60,000	92,829	80,000	(12,829)
5872	Special Education Encroachment	71,724	69,592	72,467	2,875
5884	Substitutes	60,326	41,073	45,000	3,927
5887	Technology Services	28,200	28,316	53,316	25,000
5899	Miscellaneous Operating Expenses	-	-	-	-

MSA-2

FY16-17 Budget Draft

As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-2	Current Forecast - MSA-2	Preliminary Budget - MSA-2	Variance - 2016/17 Budget vs. 2015/16 Forecast
5900	Communications	5,020	5,020	30,000	24,980
5915	Postage and Delivery	5,380	5,402	5,402	(0)
SUBTOTAL - Services & Other Operating Exp		1,789,873	1,969,065	1,868,672	(100,393)
6000	Capital Outlay				
6100	Sites & Improvement of Sites	-	-	20,000	20,000
6400	Equipment	-	175,778	-	(175,778)
SUBTOTAL - Capital Outlay		-	175,778	20,000	(155,778)
TOTAL EXPENSES		4,945,863	5,196,743	5,170,818	(25,925)
6900	Total Depreciation (includes Prior Years)	34,724	61,123	34,000	(27,123)
TOTAL EXPENSES including Depreciation		4,980,586	5,082,088	5,184,818	102,730

SCHOOL SITE SYNOPSIS

SCHOOL INFORMATION

School Name: Magnolia Science Academy 3
Address: 1254 East Helmick Street, Carson, CA 90746
Principal: Dr. John White
Grades Served: 6-12th grade
Operating Year: Fall 2008

REVENUE & EXPENSES

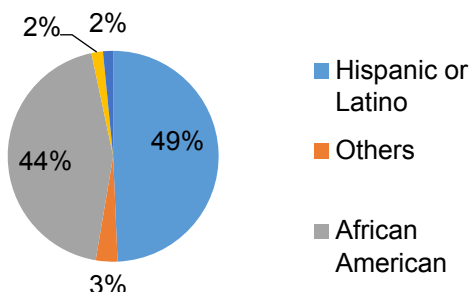
March 2016	Actual YTD	Forecast Budget
General Block Grant	2,786,825	4,062,033
Federal Revenue	275,773	601,468
Other State Revenues	709,905	941,388
Local Revenues	45,147	34,509
Fundraising and Grants	18,118	10,000
Total Revenue	3,835,768	5,478,485
TOTAL EXPENSES including Depreciation	3,736,931	5,399,174

STUDENT ACHIEVEMENT

- 30% of graduating class is admitted to at least one of the UC campuses.
- 59% of the graduating class received at least one 4-year college acceptance.
- Won Congressional Leadership Award
- MS girls volleyball Varsity League Champions, MS Boys JV Basketball undefeated league champs, HS boys volleyball undefeated league champs, HS girls volleyball 3rd place in league, HS coed 2nd and 3rd place in YPI tournament.
- 100% Graduation Rate

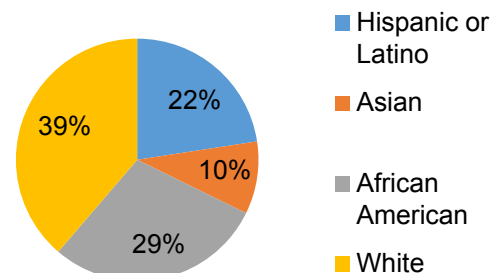
STUDENT POPULATION

438 Students; 217 Female and 221 Male
 Students coming from 32% Carson, 23% Compton and 19% Gardena



STAFF POPULATION

25 teachers and 6 site administrators



SCHOOL SITE SYNOPSIS

MAJOR ACCOMPLISHMENTS

MSA-3 has a strong college bound culture with around 59% of graduating seniors going on to 4 year colleges. Therefore, 51% of students in grades 10-12 is taking at least one AP class having 10 AP courses available. This year, we've had students accepted into prestigious universities and colleges such as UCLA, UC San Diego, Cal State Long Beach, etc; moreover 30% of seniors received an acceptance from one of the UC campuses.

Having our accreditation renewed during our Mid-Cycle Progress Report visit was a proud moment for MSA-3.

MAJOR BUDGET CHANGES AND RATIONAL

There is no major budget change anticipated for FY 2016-17

MAJOR FOCUS AREAS FOR 2016-2017

A primary goal for MSA-3 is to improve our student achievement in mathematics by showing growth in our mathematics achievement data. The two primary data points will be SBAC and MAP scores.

MPS as a whole has made a commitment to retaining and developing talent to ensure the most qualified staff stay at our schools. MSA-3 hopes to reduce turnover and retain faculty and staff to provide consistency and stability for the school.

We want to continue to strengthen our PBIS system while gradually moving toward a Restorative Justice model. We have seen significant benefits from the new programs such as SEVA Leadership and Intervention, Train of Thought Chess, and Edge Coaching that we've brought on in the 2015-2016 school-year.

2016-2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

MSA-3 expects an early oversight visit of LAUSD due to the charter renewal application.

School Success:

- 13% in Math and 22% in ELA proficiency on 2014-15 SBAC
- 100% Graduation Rate
- 57% 4-year and 34% 2-year college attendance

Goal attainment:

MSA-3 has adopted common core aligned learning programs; such as ALEKS, MAP testing, ConnectED, StudySync having one chromebook per student in math and English classes. Co-teaching strategies in math classes are being implemented. This year MSA-3 has stronger intervention programs; SES home tutoring for targeted groups of students, structured Power EL/Math classes, small group pull-out sessions, high school daily math intervention classes. Students with more academic stamina have opportunities to grow through our "Advanced Math", "Introduction to Engineering", "Science Explorers", 10 AP courses, "Congressional Award", "Science Expo" and the MathCounts programs.

MPS as a whole has made a commitment to retaining and developing talent to ensure the most qualified staff stays at our schools. MSA-3 hopes to reduce turnover and retain faculty and staff to provide consistency and stability for the school. Measures being enacted to help ensure retention include salary scale change, tuition reimbursement, offering of contracts as opposed to at-will employment, and professional development and growth pathways.

Grants received:

ASES, SES, Federal Title Funds

Student success:

- 30% of graduating class is admitted to at least one of the UC campuses
- 59% of the graduating class received at least one 4-year college acceptance.
- Female Robotics Team took Fourth Place in Magnolia Science Expo
- Achieved full WASC accreditation after Mid-Cycle Review Visit
- Adopting common core aligned learning programs; such as ALEKS, ConnectED, StudySync having one chromebook per student in math and English classes
- Co-teaching strategies in math classes are being implemented
- 51% of students in grades 10-12 is taking at least one AP class
- 10 AP Classes are available
- All the high school classes are accredited through the UC articulation department.
- MSA-3 had a great success in athletics as well; MS girls volleyball Varsity League Champions, MS Boys JV Basketball undefeated league champs, HS boys volleyball undefeated league champs, HS girls volleyball 3rd place in league, HS coed 2nd and 3rd place in YPI tournament

Student awards / achievements:

- Won Congressional Leadership Award
- Won National Hispanic Recognition (NHRP) based on PSAT/NMSQT
- Won \$35,000 scholarship from Whittier College

MSA-3

FY16-17 Budget Draft

As of most recent monthly close-April 2016

	2015/16	2015/16	2016/17	
	Approved Budget - MSA-3	Current Forecast - MSA-3	Preliminary Budget - MSA-3	Variance 2016/17 Buidget vs. 2015/16 Forecast
SUMMARY				
Revenue				
General Block Grant	4,062,033	4,017,425	4,245,388	227,963
Federal Revenue	601,468	520,058	574,033	53,975
Other State Revenues	941,388	875,893	694,406	(181,487)
Local Revenues	34,509	46,091	24,785	(21,306)
Fundraising and Grants	10,000	19,018	19,018	-
Total Revenue	5,649,398	5,478,485	5,557,630	79,145
Expenses				
Compensation and Benefits	2,661,541	2,980,476	2,846,307	(134,169)
Books and Supplies	787,954	689,096	454,542	(234,555)
Services and Other Operating Expenditures	1,791,208	1,729,601	1,903,184	173,583
Capital Outlay	-	77,217	70,000	(7,217)
Total Expenses	5,240,703	5,476,391	5,274,032	(202,358)
Operating Income (including Capex, excluding Depreciatio	408,695	2,095	283,598	281,503
Net Income (including Depreciation)	396,165	51,043	341,598	290,555
Fund Balance				
Beginning Balance (Unaudited)	513,286	513,286	847,872	334,586
Audit Adjustment	-	283,543	-	(283,543)
Beginning Balance (Audited)	513,286	796,829	847,872	51,043
Operating Income (including Depreciation)	396,165	51,043	341,598	290,555
Ending Fund Balance (including Depreciation)	909,451	847,872	1,189,470	341,598
Ending Fund Balance as a % of Expenses	17%	15%	23%	7%
Detail				

MSA-3

FY16-17 Budget Draft

As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-3	Current Forecast - MSA-3	Preliminary Budget - MSA-3	Variance 2016/17 Buidget vs. 2015/16 Forecast
Enrollment Summary		-	-	-	-
	K-3	-	-	-	-
	4-6	94	86	86	-
	7-8	187	191	191	-
	9-12	184	173	173	-
	Total Enrolled	465	450	450	-
ADA %					
	Average	96%	97%	97%	-1%
ADA					
	Total ADA	446.4	438.7	434.3	-4.5
Demographic Information					
Prior Year					
	ADA (P-2)	433	433	439	5
	Enrollment	452	452	450	(2)
	# Unduplicated (CALPADS)	394	383	368	(15)
	# Free & Reduced Lunch (CALPADS)	382	382	365	(17)
	# ELL (CALPADS)	35	35	23	(12)
Current Year					
	CALPADS Enrollment (for unduplicated % calc	465	455	450	(5)
	# Unduplicated (CALPADS)	406	368	364	(4)
	# Free & Reduced Lunch (CALPADS)	393	365	365	-
	# ELL (CALPADS)	36	23	23	-
	New Students	13	-	-	-
LCFF Entitlement					
8011	Charter Schools LCFF - State Aid	2,688,169	2,551,606	2,817,402	265,796
8012	Education Protection Account Entitlement	639,638	632,692	603,366	(29,326)

MSA-3

FY16-17 Budget Draft

As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-3	Current Forecast - MSA-3	Preliminary Budget - MSA-3	Variance 2016/17 Buidget vs. 2015/16 Forecast
8019	State Aid - Prior Years	-	-	-	-
8096	Charter Schools in Lieu of Property Taxes	734,225	833,126	824,619	(8,507)
		4,062,033	4,017,425	4,245,388	227,963
8100	Federal Revenue				
8181	Special Education - Entitlement	88,682	87,158	87,719	560
8220	Child Nutrition Programs	349,549	299,549	299,549	-
8291	Title I	156,691	156,691	149,718	(6,973)
8292	Title II	6,395	6,395	6,110	(285)
8293	Title III	151	151	437	286
8296	Other Federal Revenue	-	-	30,500	30,500
8297	PY Federal - Not Accrued	-	(29,886)	-	29,886
SUBTOTAL - Federal Income		601,468	520,058	574,033	53,975
8300	Other State Revenues				
8319	Other State Apportionments - Prior Years	1,118	97,866	-	(97,866)
8381	Special Education - Entitlement (State)	249,859	245,566	247,088	1,522
8520	Child Nutrition - State	34,955	25,955	25,955	-
8545	School Facilities Apportionments	147,060	-	190,316	190,316
8550	Mandated Cost Reimbursements	11,196	240,433	10,698	(229,735)
8560	State Lottery Revenue	80,798	79,410	70,349	(9,062)
8590	All Other State Revenue	266,402	36,663	-	(36,663)
8593	ASES	150,000	150,000	150,000	-
SUBTOTAL - Other State Income		941,388	875,893	694,406	(181,487)

MSA-3

FY16-17 Budget Draft

As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-3	Current Forecast - MSA-3	Preliminary Budget - MSA-3	Variance 2016/17 Buidget vs. 2015/16 Forecast
8600	Other Local Revenue				
8634	Food Service Sales	500	500	500	-
8682	Summer Program	29,009	29,009	10,200	(18,809)
8690	Other Local Revenue	5,000	6,993	5,000	(1,993)
8714	Opt3 Grants	-	9,085	9,085	-
SUBTOTAL - Local Revenues		34,509	46,091	24,785	(21,306)
		Hidden			
8800	Donations/Fundraising				
8802	Donations - Private	-	14,518	14,518	-
8803	Fundraising	10,000	4,500	4,500	-
SUBTOTAL - Fundraising and Grants		10,000	19,018	19,018	-
TOTAL REVENUE		5,649,398	5,478,485	5,557,630	79,145
EXPENSES					
Compensation & Benefits					
Certificated Employees Summary					
1100	Teachers Salaries	1,396,323	1,501,126	1,539,857	38,731
1300	Certificated Supervisor & Administrator Sala	362,884	416,345	279,032	(137,313)
SUBTOTAL - Certificated Employees		1,759,206	1,917,471	1,818,889	(98,582)
Classified Employees Summary					
2400	Classified Clerical & Office Salaries	62,188	136,891	107,832	(29,059)
2900	Classified Other Salaries	249,183	296,919	262,278	(34,641)

MSA-3

FY16-17 Budget Draft
As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-3	Current Forecast - MSA-3	Preliminary Budget - MSA-3	Variance 2016/17 Buidget vs. 2015/16 Forecast
SUBTOTAL - Classified Employees		311,371	433,811	370,110	(63,701)
Employee Benefits Summary					
3100	STRS	187,952	212,325	225,042	12,717
3200	PERS	26,322	36,875	36,897	22
3300	OASDI-Medicare-Alternative	49,548	63,340	60,758	(2,581)
3400	Health & Welfare Benefits	296,194	281,875	305,033	23,158
3500	Unemployment Insurance	1,032	1,213	1,120	(93)
3600	Workers Comp Insurance	26,917	30,567	28,457	(2,110)
3900	Other Employee Benefits	3,000	3,000	-	(3,000)
SUBTOTAL - Employee Benefits		590,965	629,194	657,308	28,114
4000 Books & Supplies					
4100	Approved Textbooks & Core Curricula Materials	204,000	235,710	10,000	(225,710)
4200	Books & Other Reference Materials	44,000	3,645	15,000	11,355
4320	Educational Software	14,000	17,048	16,000	(1,048)
4325	Instructional Materials & Supplies	16,000	19,500	25,000	5,500
4326	Art & Music Supplies	500	500	-	(500)
4330	Office Supplies	10,000	15,000	20,200	5,200
4340	Professional Development Supplies	-	7,000	-	(7,000)
4345	Non Instructional Student Materials & Supplies	70,000	11,735	10,000	(1,735)
4346	Teacher Supplies	100	4,100	-	(4,100)
4350	Uniforms	-	6,917	5,000	(1,917)
4400	Noncapitalized Equipment	23,000	-	-	-
4410	Classroom Furniture, Equipment & Supplies	6,000	7,556	-	(7,556)
4420	Computers (individual items less than \$5k)	18,500	45,283	11,500	(33,783)
4430	Non Classroom Related Furniture, Equipment &	4,500	7,944	10,000	2,056
4700	Food	377,354	304,181	329,264	25,083

MSA-3
 FY16-17 Budget Draft
 As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-3	Current Forecast - MSA-3	Preliminary Budget - MSA-3	Variance 2016/17 Buidget vs. 2015/16 Forecast
4720	Other Food	-	2,880	2,500	(380)
SUBTOTAL - Books and Supplies		787,954	689,096	454,542	(234,555)
5000	Services & Other Operating Expenses				-
5101	Shared Management Fee - CMO	873,103	873,103	881,495	8,392
5200	Travel & Conferences	19,500	8,500	-	(8,500)
5210	Conference Fees	20,000	9,509	10,000	491
5215	Travel - Mileage, Parking, Tolls	500	500	10,000	9,500
5300	Dues & Memberships	24,000	10,000	10,000	-
5450	Insurance - Other	35,250	21,860	22,516	656
5500	Operations & Housekeeping	-	2,000	5,000	3,000
5605	Equipment Leases	15,600	15,600	15,600	-
5610	Rent	240,000	240,000	253,755	13,755
5615	Repairs and Maintenance - Building	12,000	10,500	10,500	-
5617	Repairs and Maintenance - Other Equipment	-	1,500	1,500	-
5803	Accounting Fees	5,000	5,000	5,000	-
5809	Banking Fees	1,500	1,000	500	(500)
5813	School Programs - After School Program	-	5,000	150,000	145,000
5814	School Programs - Academic Competitions	-	1,454	500	(954)
5819	School Programs - Other	-	29,500	-	(29,500)
5820	Consultants - Non Instructional	24,000	12,000	12,000	-
5822	Other Professional Services	101,000	33,948	75,944	41,996
5824	District Oversight Fees	40,620	40,174	42,454	2,280
5830	Field Trips Expenses	50,000	15,000	20,000	5,000
5845	Legal Fees	20,000	20,000	20,000	-
5851	Marketing and Student Recruiting	30,000	30,000	30,000	-
5857	Payroll Fees	3,100	14,975	24,000	9,025
5861	Prior Yr Exp (not accrued)	1,446	38,163	-	(38,163)

MSA-3

FY16-17 Budget Draft
As of most recent monthly close-April 2016

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-3	Current Forecast - MSA-3	Preliminary Budget - MSA-3	Variance 2016/17 Buidget vs. 2015/16 Forecast
5863	Professional Development	79,000	35,000	42,100	7,100
5869	Special Education Contract Instructors	50,000	56,781	51,500	(5,281)
5872	Special Education Encroachment	67,708	66,545	66,961	417
5884	Substitutes	38,880	83,880	55,000	(28,880)
5887	Technology Services	24,000	28,226	49,700	21,474
5893	Transportation - Student	-	3,000	-	(3,000)
5900	Communications	9,000	9,000	30,000	21,000
5915	Postage and Delivery	6,000	5,806	6,500	694
SUBTOTAL - Services & Other Operating Exp		1,791,208	1,729,601	1,903,184	173,583
6000	Capital Outlay				
6100	Sites & Improvement of Sites	-	-	20,000	20,000
6400	Equipment	-	77,217	-	(77,217)
6410	Computers (capitalizable items)	-	-	50,000	50,000
SUBTOTAL - Capital Outlay		-	77,217	70,000	(7,217)
TOTAL EXPENSES		5,240,703	5,476,391	5,274,032	(202,358)
6900	Total Depreciation (includes Prior Years)	12,530	28,269	12,000	(16,269)
TOTAL EXPENSES including Depreciation		5,253,233	5,427,443	5,216,032	(211,410)

SCHOOL SITE SYNOPSIS

SCHOOL INFORMATION

School Name: Magnolia Science Academy 4
Address: 11330 Graham Place, Los Angeles, 90064
Principal: Lisa Ross
Operating Year: Fall 2008
Grades Served: 6-12th
Charter Renewal Year: 2018

REVENUE & EXPENSES

Year	Revenue	Expenditure
13-14	\$1,697,278.00	\$1,418,260.00
14-15	\$2,112,263.00	\$1,884,034.00
15-16 Forecast	\$2,214,092.00	\$2,103,970.00

STUDENT ACHIEVEMENT

Student Percent Met Projected Growth			
Math	12-13	13-14	SBAC 14-15
6 th	44%	55%	12%
7 th	33%	50%	3%
8 th	45%	86%	19%
9 th	63%	54%	n/a
10 th	0%	57%	n/a
11 th	n/a	0%	16%

ELA	12-13	13-14	SBAC 14-15
6 th	40%	55%	28%
7 th	48%	53%	22%
8 th	54%	44%	28%
9 th	60%	71%	n/a
10 th	21%	58%	n/a
11 th	n/a	25%	69%

STUDENT POPULATION

Enrollment	13-14	14-15	15-16
Total	191	206	187
EL	12%	12%	8%
SPED	14%	13%	13%
Boys	62%	61%	61%
Girls	38%	39%	39%
FRL	75%	73%	76%

STAFF POPULATION

STAFFING	13-14	14-15	15-16
FTE	12	9	9

SCHOOL SITE SYNOPSIS

MAJOR ACCOMPLISHMENTS

- Math Olympiads – Highest Overall Score
- First Senior accepted to UCLA and interviewed by Harvard and Yale
- First student to STEM Based University – Embry-Riddle
- Partnership with Kaiser WLA for Summer Youth Employment Program
- Mr. Anderson has been selected to be hand scorer for AP tests
- 3 students placed at 2nd Annual STEAM Expo

MAJOR BUDGET CHANGES AND RATIONAL

- Hiring of a PT SPED Aide to meet the required minutes.
- Hiring of a shared IT person to assist with the increasing technology needs of staff and students.

MAJOR FOCUS AREAS FOR 2016-2017

- Project Based Learning/Inquiry Based Learning
- Blended Learning
- Greater focus on integrating the “A” in STEAM
- Increase the frequency of Saturday School
- Increase participation in STEAM based competitions
- Continued focus on interventions/enrichments

2016-2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

We expect an oversight visit from LAUSD.

School success:

- Partnership with Kaiser WLA for Summer Youth Employment Program
- Mr. Anderson has been selected to be hand scorer for AP tests

Goal attainment:

Goal	Action
Teacher Assignment	Core teachers will hold appropriate credential
Standards aligned Curriculum	CC aligned curriculum purchased
Facility	Facilities will be maintained and in good repair
CCSS Adoption and Implementation	Adopted and implemented with fidelity
EL Content Support	Use of SDAIE strategies
EL Language Support	Sheltered ELD instruction
Parent Involvement	PTF, SSC and Local Governance Committee
CAASPP Goals	Interventions – Power English. Power Math, After-School Tutoring/Enrichment and Saturday School
EL Reclassification	9 of 16 students will be reclassified as fluent English proficient (3 parents opted to stay in the program)
College Career Awareness	College Nights/Tours
Student Attendance	95%
Middle School Dropout Rate	0%
High School Dropout Rate	5%

Grants received:

SPED grants: \$14,500

Student awards / achievements:

- Math Olympiads – Highest Overall Score
- First Senior accepted to UCLA and interviewed by Harvard and Yale
- First student to STEM Based University – Embry-Riddle
- 3 students placed at 2nd Annual STEAM Expo

MSA-4

FY16-17 Budget Draft

As of most recent monthly close- March 2016

	2015/16	2015/16	2016/17	
	Approved Budget - MSA-4	Current Forecast - MSA-4	Preliminary Budget - MSA-4	Variance - 2016/17 vs. 2015/16 Forecast
SUMMARY				
Revenue				
General Block Grant	1,594,460	1,633,410	1,772,032	138,622
Federal Revenue	222,232	223,790	252,308	28,518
Other State Revenues	272,664	277,861	141,453	(136,407)
Local Revenues	30,534	48,121	20,867	(27,254)
Fundraising and Grants	10,000	30,911	10,000	(20,911)
Total Revenue	2,129,890	2,214,092	2,196,660	(17,432)
Expenses				
Compensation and Benefits	1,010,597	1,050,308	1,186,520	136,212
Books and Supplies	227,395	282,382	158,736	(123,646)
Services and Other Operating Expenditures	652,796	771,279	653,983	(117,296)
Capital Outlay	-	47,176	-	(47,176)
Total Expenses	1,890,788	2,151,146	1,999,239	(151,907)
Operating Income (excluding Depreciation)	239,102	62,947	197,421	134,475
Operating Income (including Depreciation)	229,881	100,902	188,201	87,298
Fund Balance				
Beginning Balance (Unaudited)	502,151	502,151	567,722	65,571
Audit Adjustment	-	(35,331)	-	35,331
Beginning Balance (Audited)	502,151	466,820	567,722	100,902
Operating Income (including Depreciation)	229,881	100,902	188,201	87,298
Ending Fund Balance (including Depreciation)	732,033	567,722	755,923	188,201
Ending Fund Balance as a % of Expenses	39%	26%	38%	11%
Detail				

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-4	Current Forecast - MSA-4	Preliminary Budget - MSA-4	Variance - 2016/17 vs. 2015/16 Forecast
Enrollment Summary		-	-	-	-
	K-3	-	-	-	-
	4-6	12	14	14	-
	7-8	57	58	58	-
	9-12	114	115	115	-
	Total Enrolled	183	187	187	-
ADA %					
	Average	95%	95%	96.5%	2%
ADA					
	K-3	0.0	0.0	0.0	0.0
	4-6	11.4	12.7	13.5	0.8
	7-8	54.2	56.2	56.0	-0.2
	9-12	108.3	108.7	111.0	2.2
	Total ADA	173.9	177.6	180.5	2.9
Demographic Information					
	Prior Year				
	ADA (P-2)	214	214	178	(36)
	Enrollment	234	234	187	(47)
	# Unduplicated (CALPADS)	175	169	143	(26)
	# Free & Reduced Lunch (CALPADS)	163	163	140	(23)
	# ELL (CALPADS)	28	28	17	(11)
	Current Year	-	-	-	
	CALPADS Enrollment (for unduplicated % calc	183	185	187	2
	# Unduplicated (CALPADS)	137	143	145	2
	# Free & Reduced Lunch (CALPADS)	127	140	140	-
	# ELL (CALPADS)	22	17	17	-
	New Students	-	-	-	-
LCFF Entitlement					
8011	Charter Schools LCFF - State Aid	1,049,126	1,029,568	1,168,273	138,705
8012	Education Protection Account Entitlement	259,391	266,645	261,084	(5,561)
8019	State Aid - Prior Years	-	-	-	-
8096	Charter Schools in Lieu of Property Taxes	285,943	337,197	342,675	5,478

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-4	Current Forecast - MSA-4	Preliminary Budget - MSA-4	Variance - 2016/17 vs. 2015/16 Forecast
		1,594,460	1,633,410	1,772,032	138,622
8100	Federal Revenue				
8181	Special Education - Entitlement	34,537	35,276	36,925	1,649
8220	Child Nutrition Programs	23,920	23,920	25,038	1,118
8291	Title I	58,584	58,584	59,536	952
8292	Title II	-	901	2,380	1,479
8293	Title III	151	151	323	172
8296	Other Federal Revenue	104,958	104,958	128,106	23,149
8297	PY Federal - Not Accrued	82	-	-	-
					-
SUBTOTAL - Federal Income		222,232	223,790	252,308	28,518
8300	Other State Revenues				-
8319	Other State Apportionments - Prior Years	2,024	4,620	-	(4,620)
8381	Special Education - Entitlement (State)	97,307	99,389	104,034	4,645
8520	Child Nutrition - State	2,410	2,410	2,522	113
8550	Mandated Cost Reimbursements	6,365	119,503	5,663	(113,840)
8560	State Lottery Revenue	31,467	32,140	29,234	(2,906)
8590	All Other State Revenue	133,091	19,798	-	(19,798)
					-
SUBTOTAL - Other State Income		272,664	277,861	141,453	(136,407)
8600	Other Local Revenue				-
8634	Food Service Sales	50	167	167	-
8636	Uniforms	1,655	2,660	-	(2,660)
8682	Summer Program	23,829	23,829	10,200	(13,629)
8699	All Other Local Revenue	5,000	7,944	500	(7,444)
8714	SpEd Option 3	-	13,520	10,000	(3,520)
8999	Uncategorized Revenue	-	-	-	-
					-
SUBTOTAL - Local Revenues		30,534	48,121	20,867	(27,254)
8800	Donations/Fundraising				-
8803	Fundraising	10,000	30,911	10,000	(20,911)
					-

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-4	Current Forecast - MSA-4	Preliminary Budget - MSA-4	Variance - 2016/17 vs. 2015/16 Forecast
SUBTOTAL - Fundraising and Grants		10,000	30,911	10,000	(20,911)
TOTAL REVENUE		2,129,890	2,214,092	2,196,660	(17,432)
EXPENSES					
Compensation & Benefits					
1000	Certificated Salaries				
1100	Teachers Salaries	459,626	528,135	566,257	38,123
1300	Certificated Supervisor & Administrator Salaries	278,582	266,383	298,609	32,226
					-
SUBTOTAL - Certificated Employees		738,208	794,517	864,867	70,349
2000	Classified Salaries				-
2400	Classified Clerical & Office Salaries	36,728	36,728	51,313	14,586
2900	Classified Other Salaries	22,000	-	12,000	12,000
					-
SUBTOTAL - Classified Employees		58,728	36,728	63,313	26,586
Employee Benefits Summary					
3100	STRS	79,210	84,344	109,266	24,922
3200	PERS	4,329	4,329	5,328	1,000
3300	OASDI-Medicare-Alternative	15,318	14,530	17,283	2,753
3400	Health & Welfare Benefits	105,241	105,496	115,324	9,828
3500	Unemployment Insurance	398	806	464	(341)
3600	Workers Comp Insurance	9,165	9,559	10,674	1,115
					-
SUBTOTAL - Employee Benefits		213,661	219,063	258,340	39,277
4000	Books & Supplies				-
4100	Approved Textbooks & Core Curricula Materials	92,200	108,863	23,220	(85,643)
4200	Books & Other Reference Materials	9,000	1,000	-	(1,000)
4320	Educational Software	5,000	5,000	5,000	-
4325	Instructional Materials & Supplies	10,000	9,240	15,000	5,760

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-4	Current Forecast - MSA-4	Preliminary Budget - MSA-4	Variance - 2016/17 vs. 2015/16 Forecast
4330	Office Supplies	6,000	7,782	8,200	418
4345	Non Instructional Student Materials & Supplies	35,000	31,546	35,000	3,454
4400	Noncapitalized Equipment	-	-	1,000	1,000
4410	Classroom Furniture, Equipment & Supplies	9,500	41,396	8,000	(33,396)
4420	Computers (individual items less than \$5k)	-	5,668	29,500	23,832
4700	Food	60,695	67,195	30,316	(36,879)
4720	Other Food	-	3,495	3,500	5
					-
	SUBTOTAL - Books and Supplies	227,395	282,382	158,736	(123,646)
					-
5000	Services & Other Operating Expenses				-
5101	Shared Management Fee - CMO	163,707	240,368	72,951	(167,416)
5200	Travel & Conferences	3,000	3,300	4,000	700
5210	Conference Fees	5,000	5,667	5,000	(667)
5300	Dues & Memberships	3,000	3,400	3,400	-
5450	Insurance - Other	13,725	13,414	14,446	1,032
5605	Equipment Leases	6,000	6,066	6,000	(66)
5610	Rent	141,600	145,840	150,215	4,375
5611	Prop 39 Related Costs	-	-	-	-
5615	Repairs and Maintenance - Building	1,200	1,000	1,000	0
5803	Accounting Fees	4,278	4,278	4,406	128
5809	Banking Fees	500	500	515	15
5813	School Programs - After School Program	-	226	-	(226)
5814	School Programs - Academic Competitions	-	100	-	(100)
5819	School Programs - Other	12,000	15,000	-	(15,000)
5820	Consultants - Non Instructional	2,000	4,167	2,493	(1,674)
5821	Consultants - Non Instructional - Custom 2	-	-	-	-
5822	Other Professional Services	50,130	33,000	54,844	21,844
5824	District Oversight Fees	15,945	16,334	17,720	1,386
5830	Field Trips Expenses	5,000	15,000	20,000	5,000
5843	Interest - Loans Less than 1 Year	500	500	-	(500)
5845	Legal Fees	5,000	8,715	5,000	(3,715)
5851	Marketing and Student Recruiting	7,200	4,800	7,000	2,200
5857	Payroll Fees	2,250	6,628	3,000	(3,628)
5861	Prior Yr Exp (not accrued)	4,292	4,292	-	(4,292)

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-4	Current Forecast - MSA-4	Preliminary Budget - MSA-4	Variance - 2016/17 vs. 2015/16 Forecast
5863	Professional Development	16,000	29,000	29,000	-
5869	Special Education Contract Instructors	50,000	56,109	50,000	(6,109)
5872	Special Education Encroachment	26,369	26,933	28,192	1,259
5884	Substitutes	25,200	25,200	25,200	-
5887	Technology Services	13,991	16,800	57,000	40,200
5890	Transcript	2,809	-	-	-
5893	Transportation - Student	64,000	64,000	65,000	1,000
5899	Miscellaneous Operating Expenses	-	-	-	-
5900	Communications	4,500	16,694	24,000	7,306
5915	Postage and Delivery	3,600	3,600	3,600	-
SUBTOTAL - Services & Other Operating Exp		652,796	771,279	653,983	(117,296)
		Hidden			
Services & Other Operating Expenditures Summary					-
5100	Subagreements for Services	163,707	240,368	72,951	(167,416)
5200	Travel & Conferences	8,000	8,967	9,000	33
5300	Dues & Memberships	3,000	3,400	3,400	-
5400	Insurance	13,725	13,414	14,446	1,032
5500	Operations & Housekeeping	-	349	-	(349)
5600	Rentals, Leases, & Repairs	148,800	152,905	157,215	4,310
5800	Other Services & Operating Expenses	307,464	331,583	369,370	37,788
5900	Communications	8,100	20,294	27,600	7,306
SUBTOTAL - Services & Other Operating Exp		652,796	771,279	653,983	(117,296)
6000	Capital Outlay				-
6410	Computers (capitalizable items)	-	47,176	-	(47,176)
SUBTOTAL - Capital Outlay		-	47,176	-	-
TOTAL EXPENSES		1,890,788	2,151,146	1,999,239	(151,907)
6900	Total Depreciation (includes Prior Years)	9,221	9,221	9,221	-
TOTAL EXPENSES including Depreciation		1,900,008	2,113,190	2,008,460	(104,730)



SCHOOL SITE SYNOPSIS

SCHOOL INFORMATION

School Name: Magnolia Science Academy 5

Address: 18230 Kittridge Street, Reseda, CA 91335

Principal: Brad Plonka

Years of operation in Hollywood: 2008-2014 Grades served: 6-12

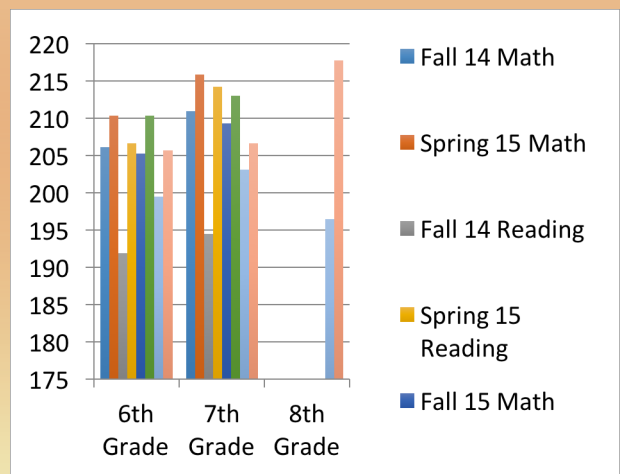
Years of operation in Reseda: 2013-Current, Grades served: 6-8 and adding 9th grade for 2016-17 school year.

Next Renewal: 2018

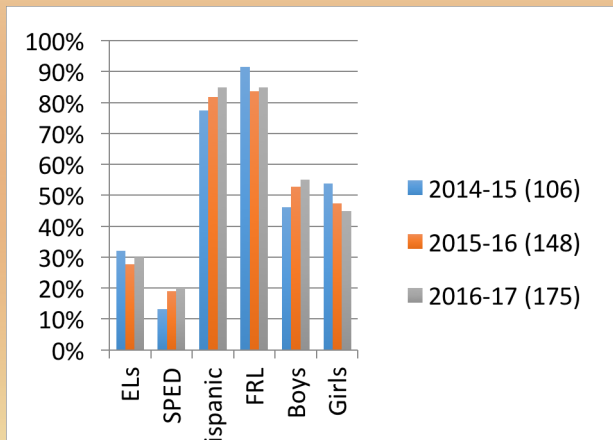
REVENUE & EXPENSES

Year	2013-14	2014-15	2015-16
Revenue	\$2,106,705	\$1,034,808	\$1,668,444
Expenses	\$1,780,910	\$1,069,100	\$1,555,381

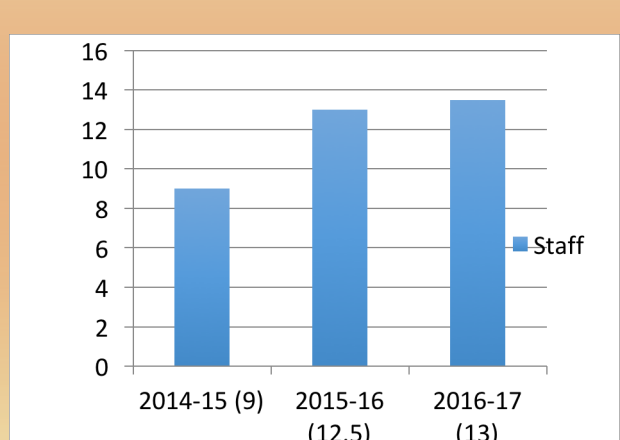
STUDENT ACHIEVEMENT



STUDENT POPULATION



STAFF POPULATION





SCHOOL SITE SYNOPSIS

MAJOR ACCOMPLISHMENTS

- Two 3rd place awards in the Magnolia Wide STEAM Expo
- Awarded the Natural History Museum Sea Mobile Experience
- Boy's basketball team undefeated season.
- 48 students received tickets to Magic Mountain from the Read to Achieve Program.
- First competitive First Lego League Robotics team.
 - Received Judges Special Award 2016
 - Magnolia Public Schools, Best Rookie of the Year 2016
- One student received AMC 8 Honor Roll qualification
- Received two Art awards at the MPS Steam Expo

MAJOR BUDGET CHANGES AND RATIONAL

- Common Core History books for middle school.
- Spanish II Books for added ninth grade
- Chrome books to obtain 1:1 Student to Technology ratio
- Life Coach to provide support for students with executive functioning challenges
- IT Program to provide IT support as well as Computer Elective to Middle School Students
- FueLED to provide Computer Programming class to ninth graders

MAJOR FOCUS AREAS FOR 2016-2017

- Increase ELA proficiencies in subgroups on the SBAC by 5%
- Increase Math proficiencies in subgroups on the SBAC by 10%
- To have a reclassification rate of 20% or higher
- To implement more technology during school hours
- To implement more STEAM focused programs after school

2016-2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

- LAUSD Oversight visit
- WASC substantive change visit (Adding 9th grade).

MSA-5

FY16-17 Budget Draft

As of Most Recent Monthly Close - March 2016

	2015/16	2015/16	2016/17	
	Approved Budget - MSA-5	Current Forecast - MSA-5	Preliminary Budget - MSA-5	Variance - 2016/17 vs. 2015/16 Forecast
SUMMARY				
Revenue				
General Block Grant	1,226,157	1,243,530	1,539,136	295,606
Federal Revenue	136,848	163,239	176,079	12,839
Other State Revenues	240,694	243,605	150,386	(93,219)
Local Revenues	4,000	15,070	11,120	(3,950)
Fundraising and Grants	3,000	3,000	500	(2,500)
Total Revenue	1,610,699	1,668,444	1,877,220	208,776
Expenses				
Compensation and Benefits	828,548	879,608	1,077,452	197,843
Books and Supplies	152,900	152,900	185,900	33,000
Services and Other Operating Expenditures	471,686	522,873	582,420	59,546
Capital Outlay	-	-	-	-
Total Expenses	1,453,134	1,555,381	1,845,771	290,390
Operating Income (excluding Depreciation)	157,565	113,063	31,449	(81,613)
Operating Income (including Depreciation)	140,364	95,862	14,248	(81,613)
Fund Balance				
Beginning Balance (Unaudited)	890,631	890,631	951,134	60,502
Audit Adjustment	-	(35,359)	-	35,359
Beginning Balance (Audited)	890,631	855,272	951,134	95,862
Operating Income (including Depreciation)	140,364	95,862	14,248	(81,613)
Ending Fund Balance (including Depreciation)	1,030,995	951,134	965,382	14,248
Ending Fund Balance as a % of Expenses	71%	61%	52%	-9%

	2015/16	2015/16	2016/17	
	Approved Budget - MSA-5	Current Forecast - MSA-5	Preliminary Budget - MSA-5	Variance - 2016/17 vs. 2015/16 Forecast
Detail				
Enrollment Summary	-	-	-	-
K-3	-	-	-	-
4-6	67	64	55	(9)
7-8	83	86	105	19
9-12	-	-	15	15
Total Enrolled	150	150	175	25
				-
ADA %				-
4-6	95%	96%	94%	-2%
7-8	95%	95%	94%	-1%
Average	95%	95%	94%	-1%
				-
ADA				-
4-6	63.7	61.7	51.7	-10.0
7-8	78.9	81.4	98.7	17.3
9-12	0.0	0.0	14.1	14.1
Total ADA	142.5	143.2	164.5	21.4
Demographic Information				-
Prior Year				-
ADA (P-2)	103	103	143	40
Enrollment	111	106	150	44
# Unduplicated (CALPADS)	104	99	138	39
# Free & Reduced Lunch (CALPADS)	95	95	129	34
# ELL (CALPADS)	34	34	41	7
Current Year	-	-	-	-
CALPADS Enrollment (for unduplicated % calc	150	148	175	27
# Unduplicated (CALPADS)	140	138	163	25
# Free & Reduced Lunch (CALPADS)	128	129	151	22
# ELL (CALPADS)	46	41	48	7
New Students	39	42	25	(17)
				-
LCFF Entitlement				-

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-5	Current Forecast - MSA-5	Preliminary Budget - MSA-5	Variance - 2016/17 vs. 2015/16 Forecast
8011	Charter Schools LCFF - State Aid	788,030	765,702	988,758	223,057
8012	Education Protection Account Entitlement	203,748	205,993	238,000	32,007
8019	State Aid - Prior Years	-	-	-	-
8096	Charter Schools in Lieu of Property Taxes	234,380	271,835	312,377	40,543
					-
		1,226,157	1,243,530	1,539,136	295,606
8100	Federal Revenue				-
8181	Special Education - Entitlement	28,309	28,438	33,660	5,222
8291	Title I	32,564	32,564	37,421	4,857
8292	Title II	511	511	2,193	1,682
8293	Title III	754	754	779	25
8296	Other Federal Revenue	74,297	74,297	102,026	27,729
8297	PY Federal - Not Accrued	413	26,675	-	(26,675)
					-
SUBTOTAL - Federal Income		136,848	163,239	176,079	12,839
8300	Other State Revenues				-
8319	Other State Apportionments - Prior Years	2,528	5,033	-	(5,033)
8381	Special Education - Entitlement (State)	79,760	80,124	94,836	14,712
8520	Child Nutrition - State	-	-	-	-
8545	School Facilities Apportionments	-	-	-	-
8550	Mandated Cost Reimbursements	1,466	56,060	2,813	(53,247)
8560	State Lottery Revenue	25,793	25,910	26,649	739
8590	All Other State Revenue	66,402	11,732	-	(11,732)
8593	ASES	64,746	64,746	26,088	(38,658)
					-
SUBTOTAL - Other State Income		240,694	243,605	150,386	(93,219)
8600	Other Local Revenue				-
8636	Uniforms	1,000	1,000	1,030	30
8690	Other Local Revenue	-	4,057	-	(4,057)
8699	All Other Local Revenue	3,000	3,000	3,090	90
8714	SpEd Option 3	-	7,013	7,000	(13)
					-
SUBTOTAL - Local Revenues		4,000	15,070	11,120	(3,950)

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-5	Current Forecast - MSA-5	Preliminary Budget - MSA-5	Variance - 2016/17 vs. 2015/16 Forecast
8800	Donations/Fundraising				-
8803	Fundraising	3,000	3,000	500	(2,500)
					-
	SUBTOTAL - Fundraising and Grants	3,000	3,000	500	(2,500)
TOTAL REVENUE		1,610,699	1,668,444	1,877,220	208,776
EXPENSES					-
Compensation & Benefits					-
					-
1000	Certificated Salaries				-
1100	Teachers Salaries	394,881	435,660	545,921	110,260
1300	Certificated Supervisor & Administrator Salaries	156,548	160,606	166,896	6,290
					-
	SUBTOTAL - Certificated Employees	551,430	596,267	712,817	116,550
2000	Classified Salaries				-
2400	Classified Clerical & Office Salaries	39,650	39,650	53,192	13,543
2900	Classified Other Salaries	60,000	57,375	53,750	(3,625)
					-
	SUBTOTAL - Classified Employees	99,650	97,025	106,942	9,918
3000	Employee Benefits				-
3100	STRS	59,168	63,235	89,354	26,118
3200	PERS	4,568	8,122	8,226	105
3300	OASDI-Medicare-Alternative	15,719	16,234	18,809	2,575
3400	Health & Welfare Benefits	90,201	90,406	131,466	41,059
3500	Unemployment Insurance	326	347	410	63
3600	Workers Comp Insurance	7,487	7,973	9,427	1,454
					-
	SUBTOTAL - Employee Benefits	177,469	186,317	257,692	71,375
4000	Books & Supplies				-

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-5	Current Forecast - MSA-5	Preliminary Budget - MSA-5	Variance - 2016/17 vs. 2015/16 Forecast
4100	Approved Textbooks & Core Curricula Materials	87,800	87,800	45,000	(42,800)
4200	Books & Other Reference Materials	7,500	2,608	7,500	4,893
4315	Custodial Supplies	2,400	2,400	1,000	(1,400)
4320	Educational Software	2,000	8,353	10,000	1,647
4325	Instructional Materials & Supplies	19,500	15,503	23,000	7,497
4330	Office Supplies	1,200	3,782	9,700	5,918
4345	Non Instructional Student Materials & Supplies	14,927	12,402	7,500	(4,902)
4350	Uniforms	73	199	200	1
4400	Noncapitalized Equipment	4,039	4,039	10,000	5,961
4420	Computers (individual items less than \$5k)	2,961	5,314	51,000	45,686
4700	Food	10,500	10,500	20,000	9,500
					-
	SUBTOTAL - Books and Supplies	152,900	152,900	185,900	33,000
					-
5000	Services & Other Operating Expenses				-
5101	Shared Management Fee - CMO	65,483	101,267	72,951	(28,315)
5200	Travel & Conferences	2,000	3,778	5,000	1,222
5210	Conference Fees	5,000	9,444	5,000	(4,444)
5300	Dues & Memberships	3,200	6,933	5,000	(1,933)
5305	Dues & Membership - Professional	1,000	1,000	-	(1,000)
5450	Insurance - Other	11,900	11,900	14,300	2,400
5500	Operations & Housekeeping	-	404	-	(404)
5605	Equipment Leases	6,600	6,600	6,600	-
5610	Rent	120,000	100,168	135,000	34,832
5615	Repairs and Maintenance - Building	600	425	-	(425)
5617	Repairs and Maintenance - Other Equipment	2,500	2,272	3,000	728
5803	Accounting Fees	1,895	1,895	1,952	57
5809	Banking Fees	400	400	412	12
5813	School Programs - After School Program	381	854	26,088	25,234
5814	School Programs - Academic Competitions	-	246	-	(246)
5820	Consultants - Non Instructional	25,000	25,000	25,000	-
5822	Other Professional Services	46,216	47,342	53,275	5,933
5824	District Oversight Fees	12,262	12,435	15,391	2,956
5830	Field Trips Expenses	8,000	8,000	8,000	-

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-5	Current Forecast - MSA-5	Preliminary Budget - MSA-5	Variance - 2016/17 vs. 2015/16 Forecast
5843	Interest - Loans Less than 1 Year	400	400	-	(400)
5845	Legal Fees	8,000	8,000	5,000	(3,000)
5851	Marketing and Student Recruiting	7,200	7,200	10,000	2,800
5857	Payroll Fees	1,800	5,410	3,750	(1,660)
5861	Prior Yr Exp (not accrued)	9,915	20,940	-	(20,940)
5863	Professional Development	34,000	34,000	37,100	3,100
5869	Special Education Contract Instructors	40,000	46,682	40,000	(6,682)
5872	Special Education Encroachment	21,614	21,712	25,699	3,987
5884	Substitutes	15,120	15,120	15,000	(120)
5887	Technology Services	14,400	14,400	35,000	20,600
5900	Communications	4,800	4,800	30,000	25,200
5915	Postage and Delivery	2,000	2,000	2,000	-
					-
	SUBTOTAL - Services & Other Operating Exp	471,686	522,873	582,420	59,546
					-
6000	Capital Outlay				-
					-
	SUBTOTAL - Capital Outlay	-	-	-	-
	TOTAL EXPENSES	1,453,134	1,555,381	1,845,771	290,390
6900	Total Depreciation (includes Prior Years)	17,201	17,201	17,201	-
					-
	TOTAL EXPENSES including Depreciation	1,470,335	1,572,582	1,862,972	290,390

SCHOOL SITE SYNOPSIS

SCHOOL INFORMATION

School Name: Magnolia Science Academy 6
Address: 3754 Dunn Dr. Los Angeles, CA 90034
Principal: John G. Terzi
Grades Served: 6-8th grade
Operating Year: Fall 2009

REVENUE & EXPENSES

Year	2013-14	2014-15	2015-16
Revenue	\$1,452,642.78	\$1,511,887.86	\$1,884,500
Expenses	\$1,036,720.42	\$1,101,792.50	\$1,414,362

STUDENT ACHIEVEMENT

MAP TESTING				
Math	2013	2014	2015	
Proficient & Advanced	34%	34%	22%	
Reading				
Proficient & Advanced	54%	52%	47%	

STUDENT POPULATION

Enrollment By Ethnicity					
	Hispanic	Black	White	Asian	Total
2013-2014	85	35	10	11	141
2014-2015	118	24	12	8	162
2015-2016	144	24	5	2	175

STAFF POPULATION

	Hispanic	Asian	Black	White	Total
2013-2014	6	3	0	3	12
2014-2015	4	3	0	5	12
2015-2016	5	3	0	5	13

SCHOOL SITE SYNOPSIS

MAJOR ACCOMPLISHMENTS

1. Our Lego Team (Magnotigers) got 1st place in FLL LA Regional Tournament in robot design in November, 2015.
2. Two MSA-6 students got 1st place in 66th Annual LA County Science Fair in March, 2016.
3. One of our students won LA Latino Heritage App contest in middle school category. He was recognized by LA Mayor Eric Garcetti and LAUSD Board member Monica Garcia with certificates.
4. Our eighth graders attended a field trip to the Mount Wilson Observatory.
5. Our science teacher was presenter at MPS Teacher Symposium
6. Our science teacher received STEM Educator of the Year award.
7. MSA-6 successfully organized its 7th Annual Multicultural Food Festival and 3rd Annual STEM Expo in March, 2016.
8. MSA-6 received an education grant from Palms Neighborhood Council and we purchased one class set of laptops for our IEP and EL students.

MAJOR BUDGET CHANGES AND RATIONAL

MSA-6 will have some changes for the following:

- Instructional coach/lead teacher: There are two admin at our school and AP teaches 15 periods. We need more support for academics and school site visit preps. Our science teacher will be a teacher and instructional coach. So, we will hire one more science teacher
- Teacher aide: We have some IEP students who need 1 on 1 support. So we will hire one part time TA
- Fiber internet: Due to SBAC interim and real test, we need fast internet and cabling.
- Online resources: Due to CCSS implementation and blended learning practice, we will have more online resources.

MAJOR FOCUS AREAS FOR 2016-2017

- Writing in all subjects
- Increasing proficiency in Math
- New instructional methods
- Intervention classes
- Use of technology in each class

2016-2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

- We had our LAUSD visit on May 4th this year. There was no finding or missing document. For next year, we expect them to come in February, 2017.
- We had a WASC Self study visit on April 18-19-20th and it was a good visit. We expect a 6 year accreditation with 1 day mid cycle visit.

MSA-6

FY16-17 Budget Draft

As of Most Recent Close - March 2016

	2015/16	2015/16	2016/17	
	Approved Budget - MSA-6	Current Forecast - MSA-6	Preliminary Budget - MSA-6	Variance - 2016/17 vs. 2015/16 Forecast
SUMMARY				
Revenue				
General Block Grant	1,375,307	1,412,983	1,575,467	162,484
Federal Revenue	109,779	110,383	137,828	27,446
Other State Revenues	226,103	314,776	214,078	(100,698)
Local Revenues	4,000	20,710	14,120	(6,590)
Fundraising and Grants	10,000	25,648	10,000	(15,648)
Total Revenue	1,725,189	1,884,500	1,951,493	66,994
Expenses				
Compensation and Benefits	784,522	795,894	978,730	182,836
Books and Supplies	215,690	139,034	110,183	(28,851)
Services and Other Operating Expenditures	424,382	479,433	563,325	83,892
Capital Outlay	11,905	86,178	20,000	(66,178)
Total Expenses	1,436,499	1,500,540	1,672,239	171,699
Operating Income (excluding Depreciation)	288,689	383,960	279,255	(104,705)
Operating Income (including Depreciation)	298,194	463,770	292,887	(170,883)
Fund Balance				
Beginning Balance (Unaudited)	485,437	485,437	938,327	452,890
Audit Adjustment	-	(10,880)	-	10,880
Beginning Balance (Audited)	485,437	474,557	938,327	463,770
Operating Income (including Depreciation)	298,194	463,770	292,887	(170,883)
Ending Fund Balance (including Depreciation)	783,631	938,327	1,231,213	292,887
Ending Fund Balance as a % of Expenses	55%	63%	74%	11%
Detail				

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-6	Current Forecast - MSA-6	Preliminary Budget - MSA-6	Variance - 2016/17 vs. 2015/16 Forecast
Enrollment Summary		-	-	-	-
	K-3	-	-	-	-
	4-6	62	62	62	-
	7-8	106	107	118	11
	9-12	-	-	-	-
	Total Enrolled	168	169	180	11
					-
ADA %					-
	Average	98%	99%	96.5%	-3%
					-
ADA					-
	K-3	0.0	0.0	0.0	0.0
	4-6	60.8	61.3	59.8	-1.4
	7-8	103.9	106.4	113.9	7.5
	9-12	0.0	0.0	0.0	0.0
	Total ADA	164.6	167.7	173.7	6.0
Demographic Information					-
Prior Year					-
	ADA (P-2)	160	160	168	7
	Enrollment	160	160	169	9
	# Unduplicated (CALPADS)	130	130	143	13
	# Free & Reduced Lunch (CALPADS)	127	127	139	12
	# ELL (CALPADS)	19	19	26	7
Current Year		-	-	-	-
	CALPADS Enrollment (for unduplicated % calc	168	168	180	12
	# Unduplicated (CALPADS)	140	143	153	10
	# Free & Reduced Lunch (CALPADS)	133	139	148	9
	# ELL (CALPADS)	20	26	28	2
	New Students	8	8	11	3
					-
LCFF Entitlement					-
8011	Charter Schools LCFF - State Aid	880,035	863,760	994,308	130,548
8012	Education Protection Account Entitlement	224,477	230,051	251,311	21,260
8019	State Aid - Prior Years	-	813	-	(813)
8096	Charter Schools in Lieu of Property Taxes	270,795	318,359	329,848	11,489

	2015/16	2015/16	2016/17	
	Approved Budget - MSA-6	Current Forecast - MSA-6	Preliminary Budget - MSA-6	Variance - 2016/17 vs. 2015/16 Forecast
				-
				-
	1,375,307	1,412,983	1,575,467	162,484
8100 Federal Revenue				-
8181 Special Education - Entitlement	32,707	33,305	35,542	2,237
8220 Child Nutrition Programs	29,472	29,472	31,452	1,980
8291 Title I	46,306	46,306	47,977	1,671
8292 Title II	692	696	2,363	1,667
8293 Title III	602	603	494	(109)
8296 Other Federal Revenue	-	-	20,000	20,000
				-
SUBTOTAL - Federal Income	109,779	110,383	137,828	27,446
8300 Other State Revenues				-
8319 Other State Apportionments - Prior Years	445	4,205	-	(4,205)
8381 Special Education - Entitlement (State)	92,152	93,837	100,140	6,303
8520 Child Nutrition - State	3,167	3,167	3,379	213
8545 School Facilities Apportionments	-	82,800	80,000	(2,800)
8550 Mandated Cost Reimbursements	2,281	87,224	2,419	(84,805)
8560 State Lottery Revenue	29,800	30,345	28,139	(2,205)
8590 All Other State Revenue	98,259	13,199	-	(13,199)
				-
SUBTOTAL - Other State Income	226,103	314,776	214,078	(100,698)
8600 Other Local Revenue				-
8699 All Other Local Revenue	4,000	7,404	4,120	(3,284)
8714 SpEd Option 3	-	13,306	10,000	(3,306)
				-
SUBTOTAL - Local Revenues	4,000	20,710	14,120	(6,590)
8800 Donations/Fundraising				-
8802 Donations - Private	5,000	21,004	-	(21,004)
8803 Fundraising	5,000	4,644	10,000	5,356
				-
SUBTOTAL - Fundraising and Grants	10,000	25,648	10,000	(15,648)

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-6	Current Forecast - MSA-6	Preliminary Budget - MSA-6	Variance - 2016/17 vs. 2015/16 Forecast
TOTAL REVENUE		1,725,189	1,884,500	1,951,493	66,994
EXPENSES					-
Compensation & Benefits					-
1000	Certificated Salaries				-
1100	Teachers Salaries	401,740	401,740	500,008	98,268
1300	Certificated Supervisor & Administrator Salaries	157,145	161,652	172,735	11,083
					-
	SUBTOTAL - Certificated Employees	558,885	563,392	672,743	109,352
2000	Classified Salaries				-
2400	Classified Clerical & Office Salaries	41,125	48,125	72,070	23,945
2900	Classified Other Salaries	17,000	16,250	18,750	2,500
					-
	SUBTOTAL - Classified Employees	58,125	64,375	90,820	26,445
3000	Employee Benefits				-
3100	STRS	59,968	59,619	83,822	24,203
3200	PERS	4,768	4,768	5,869	1,101
3300	OASDI-Medicare-Alternative	12,644	13,253	17,223	3,970
3400	Health & Welfare Benefits	82,727	82,955	99,090	16,135
3500	Unemployment Insurance	309	314	382	68
3600	Workers Comp Insurance	7,096	7,219	8,781	1,562
					-
	SUBTOTAL - Employee Benefits	167,512	168,128	215,167	47,039
4000	Books & Supplies				-
4100	Approved Textbooks & Core Curricula Materials	53,327	53,327	5,000	(48,327)
4200	Books & Other Reference Materials	5,295	5,295	3,000	(2,295)
4320	Educational Software	5,518	10,000	20,000	10,000
4325	Instructional Materials & Supplies	1,609	1,168	7,000	5,832
4330	Office Supplies	424	1,573	4,200	2,627

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-6	Current Forecast - MSA-6	Preliminary Budget - MSA-6	Variance - 2016/17 vs. 2015/16 Forecast
4335	PE Supplies	953	953	1,000	47
4340	Professional Development Supplies	-	305	-	(305)
4345	Non Instructional Student Materials & Supplies	12,697	2,937	3,000	63
4346	Teacher Supplies	180	341	1,000	659
4400	Noncapitalized Equipment	1,000	411	5,000	4,589
4410	Classroom Furniture, Equipment & Supplies	2,500	3,793	2,000	(1,793)
4420	Computers (individual items less than \$5k)	84,000	9,727	19,500	9,773
4430	Non Classroom Related Furniture, Equipment &	-	589	-	(589)
4700	Food	48,186	48,186	39,483	(8,703)
4720	Other Food	-	222	-	(222)
					-
	SUBTOTAL - Books and Supplies	215,690	139,034	110,183	(28,851)
		Hidden			
	Books & Supplies Summary				-
4100	Approved Textbooks & Core Curricula Mater	53,327	53,327	5,000	(48,327)
4200	Books & Other Reference Materials	5,295	5,295	3,000	(2,295)
4300	Materials & Supplies	21,382	17,484	36,200	18,716
4400	Noncapitalized Equipment	87,500	14,520	26,500	11,980
4700	Food	48,186	48,408	39,483	(8,925)
					-
	SUBTOTAL - Books and Supplies	215,690	139,034	110,183	(28,851)
					-
5000	Services & Other Operating Expenses				-
5101	Shared Management Fee - CMO	65,483	126,811	72,951	(53,860)
5200	Travel & Conferences	1,854	3,319	3,000	(319)
5210	Conference Fees	985	985	-	(985)
5215	Travel - Mileage, Parking, Tolls	115	4,000	1,000	(3,000)
5300	Dues & Memberships	1,954	1,850	1,000	(850)
5305	Dues & Membership - Professional	1,000	1,000	-	(1,000)
5450	Insurance - Other	11,251	8,446	9,000	554
5500	Operations & Housekeeping	3,000	3,000	4,000	1,000
5510	Utilities - Gas and Electric	6,600	6,600	7,000	400
5605	Equipment Leases	4,800	5,419	4,800	(619)
5610	Rent	112,407	110,400	114,000	3,600
5615	Repairs and Maintenance - Building	480	480	2,000	1,520
5803	Accounting Fees	4,500	4,500	4,500	-

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-6	Current Forecast - MSA-6	Preliminary Budget - MSA-6	Variance - 2016/17 vs. 2015/16 Forecast
5809	Banking Fees	500	500	500	-
5819	School Programs - Other	10,000	1,482	5,000	3,518
5820	Consultants - Non Instructional	6,000	6,000	2,000	(4,000)
5822	Other Professional Services	57,109	20,000	23,583	3,583
5824	District Oversight Fees	13,753	14,130	15,755	1,625
5830	Field Trips Expenses	4,000	6,000	10,000	4,000
5843	Interest - Loans Less than 1 Year	500	500	-	(500)
5845	Legal Fees	5,000	5,000	10,000	5,000
5851	Marketing and Student Recruiting	6,000	6,000	10,000	4,000
5857	Payroll Fees	1,772	6,089	7,000	911
5861	Prior Yr Exp (not accrued)	1,313	13,802	-	(13,802)
5863	Professional Development	21,000	35,000	32,100	(2,900)
5869	Special Education Contract Instructors	25,455	31,212	32,000	788
5872	Special Education Encroachment	24,972	25,428	27,137	1,708
5884	Substitutes	14,405	14,405	25,000	10,595
5887	Technology Services	9,775	9,775	72,000	62,225
5893	Transportation - Student	-	-	-	-
5899	Miscellaneous Operating Expenses	-	-	40,000	40,000
5900	Communications	4,800	4,800	24,000	19,200
5915	Postage and Delivery	3,600	2,500	4,000	1,500
					-
	SUBTOTAL - Services & Other Operating Exp	424,382	479,433	563,325	83,892
	Services & Other Operating Expenditures Summary				-
5100	Subagreements for Services	65,483	126,811	72,951	(53,860)
5200	Travel & Conferences	2,954	8,303	4,000	(4,303)
5300	Dues & Memberships	2,954	2,850	1,000	(1,850)
5400	Insurance	11,251	8,446	9,000	554
5500	Operations & Housekeeping	9,600	9,600	11,000	1,400
5600	Rentals, Leases, & Repairs	117,687	116,299	120,800	4,501
5800	Other Services & Operating Expenses	206,053	199,824	316,574	116,750
5900	Communications	8,400	7,300	28,000	20,700
					-
	SUBTOTAL - Services & Other Operating Exp	424,382	479,433	563,325	83,892
					-
6000	Capital Outlay				-

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-6	Current Forecast - MSA-6	Preliminary Budget - MSA-6	Variance - 2016/17 vs. 2015/16 Forecast
6100	Sites & Improvement of Sites	-	-	20,000	20,000
6400	Equipment	11,905	11,905	-	(11,905)
6410	Computers (capitalizable items)	-	74,273	-	(74,273)
					-
	SUBTOTAL - Capital Outlay	11,905	86,178	20,000	(66,178)
TOTAL EXPENSES		1,436,499	1,500,540	1,672,239	171,699
6900	Total Depreciation (includes Prior Years)	2,400	6,368	6,368	-
					-
TOTAL EXPENSES including Depreciation		1,426,994	1,420,730	1,658,607	237,877

SCHOOL SITE SYNOPSIS

SCHOOL INFORMATION

School Name: Magnolia Science Academy 7

Address: 18355 Roscoe Blvd., Northridge, CA 91325

Principal: Fatih Metin

REVENUE & EXPENSES

	2014-2015	2015-2016
Revenue	\$2,978,483	\$3,535,095
Expense	\$2,739,462	\$3,425,464

STUDENT ACHIEVEMENT

API Data				
Academic Year	% Tested	API	Growth	Statewide Rank
2010-2011	100%	855	N/A	N/A
2011-2012	100%	906	51	8
2012-2013	100%	904	-2	9

STUDENT POPULATION

Enrollment by Ethnicity						
	Hispanic	White	Filipino	Asian	African American	Other
2010-2011	70	21	0	3	2	0
2011-2012	77	40	0	2	0	2
2012-2013	144	82	1	1	1	4
2013-2014	185	114	0	1	1	0
2014-2015	195	97	0	0	0	3
2015-2016	192	55	11	4	15	14

STAFF POPULATION

1 Principal
 1 Vice Principal
 1 SPED Teacher
 1 ELD Coordinator/Teacher
 1 Math Intervention Teacher (Part Time)
 1 PE/Health Teacher
 1 Computer Instructor/Testing Coordinator
 11 Classroom Teachers
 1 Office Manager
 1 Office Clerk
 1 Janitor
 7 TA's (Part Time)
 1 ASES Coordinator/Book Keeper
 11 ASES Coaches (Part Time)
 1 ASES Janitor

SCHOOL SITE SYNOPSIS

MAJOR ACCOMPLISHMENTS

- **API Score in 2012 – 2013:** 904
- **WASC Accreditation**– through 2022
- **Honored as Star School in March 2014** by California Business for Education Excellence
- **Scripps Spelling Bee** one of MSA-7 student achieved to be in top 60 students of all Los Angeles County Students in 2015.
- **All students Prepared Science Projects** from Kinder to 5th graders.
- **MSA-7 classified “Excelling” by LAUSD:** MSA-7 is classified as Excelling under the LAUSD School Performance Framework.

MAJOR BUDGET CHANGES AND RATIONAL

- We wanted to add either full time RTI Coordinator or Dean of Academics to develop RTI as WASC Committee recommended, because of budget we could not add any new positions.
- Although student number and income is stayed same CMO fee increased.

MAJOR FOCUS AREAS FOR 2016-2017

Key issues for Standards-based Student Learning: Assessment and Accountability Growth as WASC Committee Recommended

- Further develop MSA-7's RTI/ MTSS program and understand the indicators for each level
- Develop a system that clearly defines the interventions needed for each level of intervention
- Develop a method in which we monitor the participation and effectiveness of MSA-7's interventions for RTI during the school day, after school tutoring, and Saturdays.
- Develop a process to monitor the effectiveness of supports, interventions, and student learner outcomes.
- Develop a method to monitor the effectiveness of your Student Learner Outcomes

2016-2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

- **WASC Accreditation** recently taken– through **2022**
- **LAUSD Visit** on May 26, 2016



School success:

- **WASC Accreditation**– through 2022
- **Honored as Star School in March 2014** by California Business for Education Excellence
- **MSA-7 classified “Excelling” by LAUSD:** MSA-7 is classified as Excelling under the LAUSD School Performance Framework.
- **Approval Rating on School Experience of Parents is 98%.** 90% of the parents participated to the Survey.
- **School Staff Retention** is 100%.

Goal attainment:

- STEM to STEAM shift
- Various RTI Programs: need to improve.
- EL Department: need to improve.

Grants received:

- STEP Grant 6,000.00
- LEA Grant 6,000.00
- Wallis Annenberg Grant 10,000.00

Student success:

- **API Score in 2012 – 2013: 904**
- **All 281 students Prepared Science Projects** from Kinder to 5th grade.
- **All 281 students Prepared Earth Day Projects** from Kinder to 5th grade.

Student Awards / Achievements:

- **Scripps Spelling Bee** one of MSA-7 student achieved to be in top 60 students of all Los Angeles County Students in 2015
- **MPS Steam EXPO** April 2016 Science Project Competition (Elementary) 1st, 2nd and 3rd Places

Magnolia Science Academy: MSA-7

Multiyear Budget Summary
As of most recent monthly close

	2015/16	2015/16	2016/17	
	Approved Budget - MSA-7	Current Forecast - MSA-7	Preliminary Budget - MSA-7	Variance - 2016/17 vs. 2015/16 Forecast
SUMMARY				
Revenue				
General Block Grant	2,386,946	2,382,331	2,671,595	289,264
Federal Revenue	292,506	296,609	346,072	49,463
Other State Revenues	701,489	736,234	578,580	(157,654)
Local Revenues	63,967	69,921	54,198	(15,723)
Fundraising and Grants	50,000	50,000	50,000	-
Total Revenue	3,494,908	3,535,095	3,700,444	165,350
Expenses				
Compensation and Benefits	1,671,109	1,670,071	1,743,607	73,536
Books and Supplies	357,677	375,631	333,447	(42,184)
Services and Other Operating Expenditures	1,236,852	1,379,763	1,536,616	156,853
Capital Outlay	12,788	12,788	60,000	47,213
Total Expenses	3,278,425	3,438,252	3,673,669	235,417
Operating Income (excluding Depreciation)	216,483	96,842	26,775	(70,067)
<i>Operating Income (including Depreciation)</i>	205,949	84,603	41,748	(42,855)
Fund Balance				
Beginning Balance (Unaudited)	762,024	762,024	922,105	160,081
Audit Adjustment	-	75,478	-	(75,478)
Beginning Balance (Audited)	762,024	837,502	922,105	84,603
Operating Income (including Depreciation)	205,949	84,603	41,748	(42,855)
Ending Fund Balance (including Depreciation)	967,972	922,105	963,853	41,748
Ending Fund Balance as a % of Expenses	30%	27%	26%	-1%

0

Magnolia Science Academy: MSA-7

Multiyear Budget Summary

As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-7	Current Forecast - MSA-7	Preliminary Budget - MSA-7	Variance - 2016/17 vs. 2015/16 Forecast
					0
					0
Detail					
Enrollment Summary		-	-	-	-
	K-3	184	184	164	(20)
	4-6	107	107	138	31
	7-8	-	-	-	-
	9-12	-	-	-	-
		291	291	302	11
Total Enrolled					-
					-
ADA %					-
	Average	97%	96%	96.5%	1%
					-
ADA					-
	K-3	178.5	174.3	158.3	-16.0
	4-6	103.8	104.2	133.2	29.0
	7-8	0.0	0.0	0.0	0.0
	9-12	0.0	0.0	0.0	0.0
	Total ADA	282.3	278.4	291.4	13.0
Demographic Information					-
Prior Year					-
	ADA (P-2)	281	281	278	(3)
	Enrollment	291	295	291	(4)
	# Unduplicated (CALPADS)	225	234	233	(1)
	# Free & Reduced Lunch (CALPADS)	197	197	215	18
	# ELL (CALPADS)	26	26	92	66
Current Year		-	-	-	-
	CALPADS Enrollment (for unduplicated % calc	291	291	302	11

Magnolia Science Academy: MSA-7

Multiyear Budget Summary
As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-7	Current Forecast - MSA-7	Preliminary Budget - MSA-7	Variance - 2016/17 vs. 2015/16 Forecast
# Unduplicated (CALPADS)		217	233	242	9
# Free & Reduced Lunch (CALPADS)		209	215	223	8
# ELL (CALPADS)		26	92	95	3
New Students		-	-	11	11
					-
					0
					0
					0
LCFF Entitlement					-
8011	Charter Schools LCFF - State Aid	1,549,814	1,554,282	1,804,821	250,540
8012	Education Protection Account Entitlement	372,863	370,129	387,438	17,309
8019	State Aid - Prior Years	-	-	-	-
8096	Charter Schools in Lieu of Property Taxes	464,269	457,920	479,335	21,415
					-
					-
		2,386,946	2,382,331	2,671,595	289,264
8100 Federal Revenue					-
8181	Special Education - Entitlement	54,300	53,558	56,829	3,271
8220	Child Nutrition Programs	159,133	163,701	169,792	6,091
8291	Title I	78,240	77,785	80,679	2,894
8292	Title II	-	1,213	1,258	45
8293	Title III	302	302	313	11
8296	Other Federal Revenue	-	-	37,200	37,200
8297	PY Federal - Not Accrued	531	50	-	(50)
					-
SUBTOTAL - Federal Income		292,506	296,609	346,072	49,463
8300 Other State Revenues					-
8319	Other State Apportionments - Prior Years	333	1,208	-	(1,208)
8381	Special Education - Entitlement (State)	139,822	157,792	167,864	10,072
8520	Child Nutrition - State	12,415	12,771	13,246	475
8545	School Facilities Apportionments	174,719	190,603	196,321	5,718

Magnolia Science Academy: MSA-7

Multiyear Budget Summary
As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-7	Current Forecast - MSA-7	Preliminary Budget - MSA-7	Variance - 2016/17 vs. 2015/16 Forecast
8550	Mandated Cost Reimbursements	3,999	152,936	3,937	(148,999)
8560	State Lottery Revenue	51,091	50,392	47,212	(3,181)
8590	All Other State Revenue	169,110	20,532	-	(20,532)
8593	ASES	150,000	150,000	150,000	-
SUBTOTAL - Other State Income		701,489	736,234	578,580	(157,654)
8600	Other Local Revenue				-
8634	Food Service Sales	11,760	11,760	12,449	689
8636	Uniforms	8,000	8,000	8,468	468
8682	Summer Program	28,894	28,894	13,600	(15,294)
8690	Other Local Revenue	7,000	7,000	7,140	140
8699	All Other Local Revenue	8,313	-	-	-
8714	LAUSD Opt 3 STEP Grant SpEd	-	14,267	12,541	(1,726)
SUBTOTAL - Local Revenues		63,967	69,921	54,198	(15,723)
8800	Donations/Fundraising				-
8803	Fundraising	50,000	50,000	50,000	-
SUBTOTAL - Fundraising and Grants		50,000	50,000	50,000	-
TOTAL REVENUE		3,494,908	3,535,095	3,700,444	165,350
EXPENSES					-
Compensation & Benefits					-
Certificated Employees Summary					-
1100	Teachers Salaries	787,811	753,111	863,926	110,815
1300	Certificated Supervisor & Administrator Sala	164,413	172,545	171,552	(993)

Magnolia Science Academy: MSA-7

Multiyear Budget Summary
As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-7	Current Forecast - MSA-7	Preliminary Budget - MSA-7	Variance - 2016/17 vs. 2015/16 Forecast
SUBTOTAL - Certificated Employees		952,224	925,656	1,035,477	109,822
Classified Employees Summary					-
2400	Classified Clerical & Office Salaries	107,530	107,530	72,645	(34,885)
2900	Classified Other Salaries	279,537	311,279	251,809	(59,470)
SUBTOTAL - Classified Employees		387,067	418,809	324,454	(94,355)
Employee Benefits Summary					-
3100	STRS	96,755	92,472	121,654	29,182
3200	PERS	19,754	19,754	22,847	3,094
3300	OASDI-Medicare-Alternative	46,654	48,823	44,142	(4,680)
3400	Health & Welfare Benefits	157,892	153,288	180,752	27,464
3500	Unemployment Insurance	670	672	680	8
3600	Workers Comp Insurance	10,093	10,093	13,599	3,506
3700	Retiree Benefits	-	505	-	(505)
SUBTOTAL - Employee Benefits		331,818	325,606	383,675	58,069
4000	Books & Supplies				-
4100	Approved Textbooks & Core Curricula Materials	93,000	93,000	45,000	(48,000)
4200	Books & Other Reference Materials	21,500	19,241	21,500	2,259
4300	Materials & Supplies	100	485	-	(485)
4315	Custodial Supplies	8,000	8,000	8,000	-
4320	Educational Software	8,000	9,631	10,000	369
4325	Instructional Materials & Supplies	10,486	16,191	15,000	(1,191)
4326	Art & Music Supplies	500	500	500	-
4330	Office Supplies	12,000	7,390	13,200	5,810

Magnolia Science Academy: MSA-7

Multiyear Budget Summary
As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-7	Current Forecast - MSA-7	Preliminary Budget - MSA-7	Variance - 2016/17 vs. 2015/16 Forecast
4335	PE Supplies	-	500	2,000	1,500
4345	Non Instructional Student Materials & Supplies	1,000	1,000	1,000	-
4346	Teacher Supplies	2,400	2,400	2,400	-
4351	Yearbook	-	1,000	760	(240)
4410	Classroom Furniture, Equipment & Supplies	6,000	4,700	4,700	-
4420	Computers (individual items less than \$5k)	3,523	16,696	11,500	(5,196)
4430	Office Furniture, Equipment & Supplies	1,000	2,379	2,300	(79)
4700	Food	1,600	188,232	195,487	7,255
4710	Student Food Services	188,568	-	-	-
4720	Other Food	-	4,286	100	(4,186)
SUBTOTAL - Books and Supplies		357,677	375,631	333,447	(42,184)
5000	Services & Other Operating Expenses				-
5101	CMO Fees	545,689	545,689	607,928	62,238
5210	Conference Fees	-	2,125	4,000	1,875
5215	Travel - Mileage, Parking, Tolls	1,000	3,533	1,500	(2,033)
5300	Dues & Memberships	6,000	8,745	9,000	255
5450	Insurance - Other	18,900	14,905	14,905	0
5500	Operations & Housekeeping	10,000	10,000	10,000	0
5510	Utilities - Gas and Electric	55,680	55,680	55,680	-
5605	Equipment Leases	8,400	8,400	8,400	-
5610	Rent	232,959	254,137	261,761	7,624
5615	Repairs and Maintenance - Building	38,000	35,560	23,000	(12,560)
5617	Repairs and Maintenance - Other Equipment	2,000	4,440	2,000	(2,440)
5803	Accounting & Audit Fees	5,500	5,500	5,500	-
5809	Banking Fees	3,000	2,000	3,000	1,000
5813	School Programs - After School Program	10,000	10,000	150,000	140,000

Magnolia Science Academy: MSA-7

Multiyear Budget Summary
As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-7	Current Forecast - MSA-7	Preliminary Budget - MSA-7	Variance - 2016/17 vs. 2015/16 Forecast
5819	School Programs - Other	8,000	9,325	8,000	(1,325)
5820	Consultants - Non Instructional	392	7,693	8,584	891
5822	Other Professional Services	6,000	25,332	6,000	(19,332)
5824	District Oversight Fees	23,869	23,823	27,250	3,427
5830	Field Trips Expenses	10,000	10,000	10,000	-
5845	Legal Fees	20,000	20,000	10,000	(10,000)
5851	Marketing and Student Recruiting	3,000	3,000	3,000	-
5857	Payroll Fees	3,780	13,275	21,600	8,325
5861	Prior Yr Exp (not accrued)	-	51,026	-	(51,026)
5863	Professional Development	41,000	41,000	43,100	2,100
5869	Special Education Contract Instructors	80,000	87,535	86,324	(1,211)
5872	Special Education Encroachment	38,824	42,270	44,939	2,669
5884	Substitutes	21,658	21,658	21,658	-
5887	Technology Services	33,600	50,003	50,600	597
5898	Bad Debt Expense	-	286	-	(286)
5899	Miscellaneous Operating Expenses	-	-	-	-
5900	Communications	6,000	6,000	32,000	26,000
5915	Postage and Delivery	3,600	3,600	3,600	-
					-
	SUBTOTAL - Services & Other Operating Exp	1,236,852	1,379,763	1,536,616	156,853
					-
6000	Capital Outlay				-
6400	Equipment	12,788	12,788	60,000	47,213
					-
	SUBTOTAL - Capital Outlay	12,788	12,788	60,000	47,213
					-
TOTAL EXPENSES		3,278,425	3,438,252	3,673,669	235,417
					-
Depreciation Calculation					-
					-

Magnolia Science Academy: MSA-7

Multiyear Budget Summary

As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-7	Current Forecast - MSA-7	Preliminary Budget - MSA-7	Variance - 2016/17 vs. 2015/16 Forecast
6900	Total Depreciation (includes Prior Years)	23,322	25,027	45,027	20,000
TOTAL EXPENSES including Depreciation		3,288,959	3,450,491	3,658,696	208,204

SCHOOL SITE SYNOPSIS

SCHOOL INFORMATION

School Name: Magnolia Science Academy 8
Address: 6411 Orchard Avenue, Bell, CA 90201
Staff: Jason Hernandez, Principal
 Traci Lewin, Dean of Academics
 David Garner, Dean of Students
 Brenda Lopez, Dean of Culture
Grades Served: 6-8th grades
Operating Year: Opened in 2010, Public School Choice

REVENUE & EXPENSES

Year	2013-14	2014-15	2015-16
Revenue	\$4,149,416	\$4,608,156	\$5,413,325
Expenses	\$3,273,674	\$4,618,949	\$5,229,913

STUDENT ACHIEVEMENT

2013-14

- Reclassification: 19%

2014-15

- Reclassification: 26%
- SBAC ELA: 28%; 34%; 30%; 7%
- SBAC Math: 44%; 35%; 15%; 6%

2015-16

- Reclassification: 39%
- LACOE Math Field Trip: 1st Place Problem Solving
- Placement in 2 categories, STEAM EXPO

STUDENT POPULATION

2014-15

- Total: 483
- SPED: 40 (8%)
- EL: 76 (16%)
- Hispanic: 450 (93%); White: 28 (6%)

2015-16

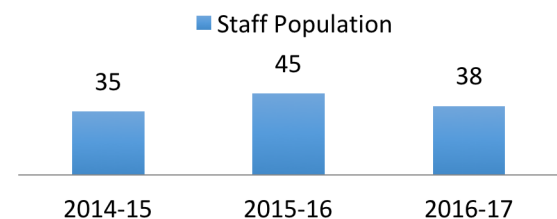
- Total: 494
- SPED: 55 (11%)
- EL : 74 (15%)
- Hispanic: 460 (93%); White: 28 (6%)

2016-17

- Total: 495
- SPED: 60 (12%)
- EL: 74 (15%)
- Hispanic 460 (93%); White 28 (6%)

STAFF POPULATION

Staff Population



SCHOOL SITE SYNOPSIS

MAJOR ACCOMPLISHMENTS

- School Safety Plan with multiple stakeholders
- WASC Accreditation (6 years)
- Summit Basecamp acceptance
- Restorative Justice Practices/Low Suspension Rate

MAJOR BUDGET CHANGES AND RATIONAL

- We are eliminating 2 positions....block scheduling will provide PLP based on the needs of the students
- \$105,000 is dedicated to professional development....MSA Bell staff taking advantage of the tuition reimbursement
- Purchase of additional Chrome books in order to have 1:1 ratio

MAJOR FOCUS AREAS FOR 2016-2017

- Implementation of blended learning in collaboration with Summit Basecamp
- Social-Emotional Learning (SEL) training and support for students and staff
- Accelerated Math Pathway (AMP) in connection with the Summer Mathematic Advancement Program starting with a group of current 6th grade
- Training to effectively utilize data in order to ensure student success
- Developing and implementing a plan that continual focuses on the WASC recommendations
- Implementing block scheduling to ensure PLP for all students
- Measure college readiness (ACT)
- Increase social media presence (twitter, Facebook, snap chat)

2016-2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

- Charter School Division Visit....TBD
- Public School Choice Visit....TBD

Magnolia Science Academy: MSA-8

Multiyear Budget Summary

As of most recent monthly close - March 2016

	Budget vs. Actual	Budget vs. Actual	2016/17	
	Approved Budget - MSA-8	Current Forecast - MSA-8	Preliminary Budget - MSA-8	Variance - 2016/17 vs. 2015/16 Forecast
SUMMARY				
Revenue				
General Block Grant	4,091,513	4,179,618	4,438,632	259,014
Federal Revenue	292,852	294,674	296,081	1,407
Other State Revenues	781,510	814,993	508,978	(306,015)
Local Revenues	66,810	104,040	90,229	(13,811)
Fundraising and Grants	20,000	20,000	20,000	-
Total Revenue	5,252,685	5,413,325	5,353,920	(59,405)
Expenses				
Compensation and Benefits	2,737,527	2,896,106	2,879,892	(16,214)
Books and Supplies	736,116	481,289	297,700	(183,589)
Services and Other Operating Expenditures	1,696,513	1,852,519	2,047,051	194,532
Capital Outlay	-	163,109	84,000	(79,109)
Total Expenses	5,170,156	5,393,022	5,308,642	(84,380)
Operating Income (excluding Depreciation)	82,529	20,302	45,278	24,975
<i>Operating Income (including Depreciation)</i>	74,995	143,256	61,122	(82,134)
Fund Balance				
Beginning Balance (Unaudited)	2,896,467	2,896,467	3,019,921	123,454
Audit Adjustment	-	(19,802)	-	19,802
Beginning Balance (Audited)	2,896,467	2,876,665	3,019,921	143,256
Operating Income (including Depreciation)	74,995	143,256	61,122	(82,134)
Ending Fund Balance (including Depreciation)	2,971,462	3,019,921	3,081,042	61,122
Ending Fund Balance as a % of Expenses	57%	56%	58%	2%

Magnolia Science Academy: MSA-8

Multiyear Budget Summary

As of most recent monthly close - March 2016

	Budget vs. Actual	Budget vs. Actual	2016/17	
	Approved Budget - MSA-8	Current Forecast - MSA-8	Preliminary Budget - MSA-8	Variance - 2016/17 vs. 2015/16 Forecast
Detail				
Enrollment Summary	-	-	-	-
K-3	-	-	-	-
4-6	163	164	165	1
7-8	326	330	330	-
9-12	-	-	-	-
Total Enrolled	489	494	495	1
				-
				-
ADA %				-
Average	97%	97%	96.5%	0%
				-
ADA				-
K-3	0.0	0.0	0.0	0.0
4-6	158.1	159.7	159.2	-0.5
7-8	316.2	319.5	318.5	-1.0
9-12	0.0	0.0	0.0	0.0
Total ADA	474.3	479.2	477.7	-1.5
Demographic Information				-
Prior Year				-
ADA (P-2)	476	476	479	3
Enrollment	490	489	494	5
# Unduplicated (CALPADS)	452	461	466	5
# Free & Reduced Lunch (CALPADS)	458	458	464	6
# ELL (CALPADS)	74	74	70	(4)
Current Year	-	-	-	-
CALPADS Enrollment (for unduplicated % calc)	489	493	495	2
# Unduplicated (CALPADS)	451	466	468	2
# Free & Reduced Lunch (CALPADS)	457	464	465	1

Magnolia Science Academy: MSA-8

Multiyear Budget Summary

As of most recent monthly close - March 2016

		Budget vs. Actual	Budget vs. Actual	2016/17	
		Approved Budget - MSA-8	Current Forecast - MSA-8	Preliminary Budget - MSA-8	Variance - 2016/17 vs. 2015/16 Forecast
# ELL (CALPADS)		74	70	70	-
New Students		-	5	1	(4)
LCFF Entitlement					-
8011	Charter Schools LCFF - State Aid	2,662,814	2,732,158	2,995,658	263,500
8012	Education Protection Account Entitlement	648,535	659,352	657,309	(2,043)
8019	State Aid - Prior Years	-	-	-	-
8096	Charter Schools in Lieu of Property Taxes	780,164	788,108	785,666	(2,442)
		4,091,513	4,179,618	4,438,632	259,014
8100 Federal Revenue					-
8181	Special Education - Entitlement	91,247	92,176	93,147	971
8291	Title I	199,018	199,901	200,332	431
8292	Title II	2,436	2,446	2,451	5
8293	Title III	151	151	151	0
8297	PY Federal - Not Accrued	-	-	-	-
SUBTOTAL - Federal Income		292,852	294,674	296,081	1,407
8300 Other State Revenues					
8319	Other State Apportionments - Prior Years	1,488	5,555	-	(5,555)
8381	Special Education - Entitlement (State)	234,959	271,569	275,141	3,572
8382	Special Education Reimbursement (State)	8,676	-	-	-
8550	Mandated Cost Reimbursements	6,762	258,611	6,453	(252,158)
8560	State Lottery Revenue	85,854	86,728	77,383	(9,345)
8590	All Other State Revenue	293,773	42,530	-	(42,530)
8593	ASES	150,000	150,000	150,000	-
SUBTOTAL - Other State Income		781,510	814,993	508,978	(306,015)

Magnolia Science Academy: MSA-8

Multiyear Budget Summary

As of most recent monthly close - March 2016

		Budget vs. Actual	Budget vs. Actual	2016/17	
		Approved Budget - MSA-8	Current Forecast - MSA-8	Preliminary Budget - MSA-8	Variance - 2016/17 vs. 2015/16 Forecast
8600	Other Local Revenue				-
8636	Uniforms	30,000	30,000	30,662	662
8682	Summer Program	26,810	26,810	13,600	(13,210)
8693	Field Trips	10,000	10,000	10,200	200
8699	All Other Local Revenue	-	18,325	18,692	367
8714	LAUSD Opt 3 STEP Grant SpEd	-	17,075	17,075	-
8720	Refunds	-	1,829	-	(1,829)
8999	Uncategorized Revenue	-	-	-	-
SUBTOTAL - Local Revenues		66,810	104,040	90,229	(13,811)
8800	Donations/Fundraising				-
8802	Donations - Private	100	2,000	-	(2,000)
8803	Fundraising	19,900	18,000	20,000	2,000
SUBTOTAL - Fundraising and Grants		20,000	20,000	20,000	-
TOTAL REVENUE		5,252,685	5,413,325	5,353,920	(59,405)
EXPENSES					
Compensation & Benefits					
Certificated Employees Summary					
1100	Teachers Salaries	1,416,884	1,478,333	1,455,168	(23,166)
1300	Certificated Supervisor & Administrator Salaries	412,497	440,640	445,411	4,771
SUBTOTAL - Certificated Employees		1,829,381	1,918,974	1,900,579	(18,395)
Classified Employees Summary					
2400	Classified Clerical & Office Salaries	180,480	180,480	195,803	15,323

Magnolia Science Academy: MSA-8

Multiyear Budget Summary

As of most recent monthly close - March 2016

		Budget vs. Actual	Budget vs. Actual	2016/17	
		Approved Budget - MSA-8	Current Forecast - MSA-8	Preliminary Budget - MSA-8	Variance - 2016/17 vs. 2015/16 Forecast
2900	Classified Other Salaries	149,165	186,990	137,069	(49,920)
	SUBTOTAL - Classified Employees	329,644	367,469	332,872	(34,597)
Employee Benefits Summary					-
3100	STRS	196,293	203,498	237,810	34,313
3200	PERS	31,554	33,497	37,396	3,899
3300	OASDI-Medicare-Alternative	51,837	56,216	53,659	(2,557)
3400	Health & Welfare Benefits	276,256	293,824	294,124	299
3500	Unemployment Insurance	1,080	1,143	1,117	(26)
3600	Workers Comp Insurance	21,484	21,484	22,335	851
	SUBTOTAL - Employee Benefits	578,502	609,663	646,441	36,778
4000	Books & Supplies				-
4100	Approved Textbooks & Core Curricula Materials	150,000	150,000	22,000	(128,000)
4200	Books & Other Reference Materials	25,000	17,984	-	(17,984)
4320	Educational Software	5,278	15,848	15,000	(848)
4325	Instructional Materials & Supplies	30,000	28,165	35,000	6,835
4326	Art & Music Supplies	20,000	11,345	15,000	3,655
4330	Office Supplies	12,000	12,258	14,200	1,942
4335	PE Supplies	-	1,835	-	(1,835)
4340	Professional Development Supplies	5,000	5,000	-	(5,000)
4345	Non Instructional Student Materials & Supplies	9,000	9,000	9,000	-
4346	Teacher Supplies	5,000	4,843	5,000	157
4350	Uniforms	8,000	8,000	8,000	-
4351	Yearbook	1,000	1,000	5,000	4,000
4420	Computers (individual items less than \$5k)	262,000	24,419	11,500	(12,919)
4430	Office Furniture, Equipment & Supplies	8,000	8,000	8,000	-
4700	Food	-	170,000	140,000	(30,000)

Magnolia Science Academy: MSA-8

Multiyear Budget Summary

As of most recent monthly close - March 2016

		Budget vs. Actual	Budget vs. Actual	2016/17	
		Approved Budget - MSA-8	Current Forecast - MSA-8	Preliminary Budget - MSA-8	Variance - 2016/17 vs. 2015/16 Forecast
4710	Student Food Services	195,838	-	-	-
4720	Other Food	-	6,532	10,000	3,468
SUBTOTAL - Books and Supplies		736,116	481,289	297,700	(183,589)
5000	Services & Other Operating Expenses				-
5101	CMO Fees	873,103	949,764	972,684	22,920
5200	Travel & Conferences	-	12,000	-	(12,000)
5210	Conference Fees	3,800	3,800	10,000	6,200
5215	Travel - Mileage, Parking, Tolls	12,000	8,882	5,000	(3,882)
5220	Travel and Lodging	3,000	6,118	10,000	3,882
5300	Dues & Memberships	7,200	7,200	7,500	300
5450	Insurance - Other	27,225	24,705	25,000	295
5500	Operations & Housekeeping	99,000	224,000	35,000	(189,000)
5510	Utilities - Gas and Electric	125,000	-	-	-
5605	Equipment Leases	21,600	54,668	50,000	(4,668)
5610	Rent	-	-	228,961	228,961
5615	Repairs and Maintenance - Building	3,000	3,000	-	(3,000)
5617	Repairs and Maintenance - Other Equipment	3,000	3,000	3,000	-
5803	Accounting & Audit Fees	9,021	9,021	9,021	-
5809	Banking Fees	1,000	1,000	500	(500)
5813	School Programs - After School Program	25,000	25,000	150,000	125,000
5819	School Programs - Other	250	3,147	-	(3,147)
5820	Consultants - Non Instructional	-	8,918	9,000	82
5822	Other Professional Services	75,000	75,000	59,000	(16,000)
5824	District Oversight Fees	45,554	45,554	45,554	-
5830	Field Trips Expenses	40,000	35,000	30,000	(5,000)

Magnolia Science Academy: MSA-8

Multiyear Budget Summary

As of most recent monthly close - March 2016

		Budget vs. Actual	Budget vs. Actual	2016/17	
		Approved Budget - MSA-8	Current Forecast - MSA-8	Preliminary Budget - MSA-8	Variance - 2016/17 vs. 2015/16 Forecast
5843	Interest - Loans Less than 1 Year	1,000	1,000	-	(1,000)
5845	Legal Fees	10,000	10,000	10,000	-
5851	Marketing and Student Recruiting	6,000	6,000	8,000	2,000
5857	Payroll Fees	9,000	13,398	20,784	7,386
5861	Prior Yr Exp (not accrued)	656	13,079	-	(13,079)
5863	Professional Development	68,000	75,537	105,000	29,463
5869	Special Education Contract Instructors	56,000	63,119	64,512	1,393
5872	Special Education Encroachment	65,354	72,874	73,785	910
5884	Substitutes	64,750	54,040	64,750	10,710
5887	Technology Services	30,000	31,127	38,000	6,873
5899	Miscellaneous Operating Expenses	-	-	-	-
5900	Communications	-	567	-	(567)
5915	Postage and Delivery	12,000	12,000	12,000	-
	SUBTOTAL - Services & Other Operating Exp	1,696,513	1,852,519	2,047,051	194,532
					-
6000	Capital Outlay				-
6400	Equipment	-	163,109	-	(163,109)
6410	Computers (capitalizable items)	-	-	84,000	84,000
6430	Other Equipment (capitalizable items)	-	-	-	-
					-
	SUBTOTAL - Capital Outlay	-	163,109	84,000	(79,109)
TOTAL EXPENSES		5,170,156	5,393,022	5,308,642	(84,380)
					-
6900	Total Depreciation (includes Prior Years)	7,534	40,156	68,156	28,000
					-
TOTAL EXPENSES including Depreciation		5,177,690	5,270,069	5,292,798	22,729

SCHOOL SITE SYNOPSIS

SCHOOL INFORMATION

School Name: Magnolia Science Academy Santa Ana
Address: (2016-17) 2840 West 1 Street, Santa Ana, CA 92703
Principal: Laura Schlottman
Grades Served: (current) 6-12th grade, (2016-17) K-12th grade
Operating Year: 2015-16
Next renewal Date: June 2019

REVENUE & EXPENSES

Year	2013-14 (PTS Santa Ana)	2014-15	2015-16
Revenue	\$3,559,253	\$3,733,700	\$8,553,976
Expenses	\$1,311,615	\$1,791,594	\$2,264,926

*Prop 1D is \$6,666,281

STUDENT ACHIEVEMENT

YEAR	2011	2012	2013
API	777	839	850
MSA-SA Proficiency	MATH SBAC 2015	MAP Math Fall 2015	MAP Math Winter 2015
Exceeded	16.0%	15.7%	19.4%
Met	20.0%	15.7%	11.9%
Nearly Met	36.0%	29.1%	32.8%

MSA-SA Proficiency	Reading SBAC 2015	MAP Reading Fall 2015	MAP Reading Winter 2015
Exceeded	14.0%	20.1%	17.2%
Met	38.0%	29.9%	29.9%
Nearly Met	29.0%	27.6%	32.8%

STUDENT POPULATION

Year	2014-15	2015-16	2016-17
Female	32%	38%	40%
Male	68%	62%	60%
SPED	15%	20%	18%
EL	8%	9%	40%
Discipline	0%	0%	<1%
Hispanic	49%	55%	90%

STAFF POPULATION

Year	2013-14	2014-15	2015-16
White			55%
Hispanic			25%
African American			15%
Asian			5%
Other			

SCHOOL SITE SYNOPSIS

MAJOR ACCOMPLISHMENTS

- 100% Graduation Rate (expected)
- Seniors received 32 university acceptance letters
- History Bee: 4 students qualified for Regional and 1 student to Nationals
- Academic Decathlon received 5 medals
- Academic Pentathlon - 22 individual Medals. 1st Place Overall Team Award, and 1st Place Super Quiz Award.
- Block Schedule
- 100% of senior class enrolled to College
- 83% of students are enrolled in a 4 year College
- 8-11th Grade students took the PSAT
- STEAM Expo-5 Medals
- Weekly Pirate Flag News (on website)
- Monthly Pirate Press (News paper)
- OC Science Fair
- A+ Honorable Recognition

MAJOR BUDGET CHANGES AND RATIONAL

- Last years' budget wasn't FTE efficient/Full time positions were offered to staff members based on the board approved budget; hence, staff members were made full time prior to reaching the 250 student enrollment. Current enrollment is 158.
- Cash Flow (short term loan of 330K)/ short term goal to maintain cash flow in promise to repay as soon as the enrollment increases (2016-17)
- MSA SA would like to request a 300K loan to cover the PCSGP expenses; the loan will be paid in 6 months.
- Facilities grant (SB740)/\$117,832.50 awarded in 2015-16
- Lunch Program losing Money/due to the low number of orders (80 breakfast, 70 lunch) we cannot negotiate our lunch fees. Also, we provide free breakfast to all students to maintain our enrollment.
- CMO Fees waived/supported this year's limited budget.

MAJOR FOCUS AREAS FOR 2016-2017

- Targeting each student's individual academic growth (Individualized Learning Plan-ILP)
- Providing opportunities for our over-achieving students with many academic and STEM competitions and AP courses as well as providing targeted intervention and integrating additional embedded supports for our under-performing students.
- All 9th-11th graders will use adaptive math program during Advisory to improve their math skills.
- Increase student participated in academic competitions including: Lego Robotics, Academic Pentathlon, Academic Decathlon, many math competitions, Science Olympiad and History Bee etc.
- Create a positive and rigorous academic and school environment that fosters learning and school culture.

2016-2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

- October 2016 (not confirmed yet)

Magnolia Science Academy: MSA-SA

Multiyear Budget Summary
As of most recent monthly close

	2015/16	2015/16	2016/17	
	Approved Budget - MSA-SA	Current Forecast - MSA-SA	Preliminary Budget - MSA-SA	Variance - 2016/17 vs. 2015/16 Forecast
SUMMARY				
Revenue				
General Block Grant	1,136,266	1,170,443	4,595,312	3,424,869
Federal Revenue	290,627	284,167	394,527	110,360
Other State Revenues	324,146	7,037,553	345,918	(6,691,634)
Local Revenues	34,000	35,591	16,505	(19,086)
Fundraising and Grants	17,500	26,223	22,000	(4,223)
Total Revenue	1,802,539	8,553,976	5,374,262	(3,179,714)
Expenses				
Compensation and Benefits	1,139,323	1,150,324	3,109,324	1,959,001
Books and Supplies	378,294	349,915	691,730	341,815
Services and Other Operating Expenditures	606,731	764,687	1,743,028	978,342
Capital Outlay	-	-	13,389,061	13,389,061
Total Expenses	2,124,348	2,264,926	18,933,144	16,668,219
Operating Income (excluding Depreciation)	(321,808)	6,289,051	(13,558,882)	(19,847,933)
<i>Operating Income (including Depreciation)</i>	<i>(340,078)</i>	<i>6,270,781</i>	<i>(567,055)</i>	<i>(6,837,836)</i>
Fund Balance				
Beginning Balance (Unaudited)	2,300,710	2,300,710	8,212,887	5,912,177
Audit Adjustment	-	(358,604)	-	358,604
Beginning Balance (Audited)	2,300,710	1,942,106	8,212,887	6,270,781
Operating Income (including Depreciation)	(340,078)	6,270,781	(567,055)	(6,837,836)
Ending Fund Balance (including Depreciation)	1,960,632	8,212,887	7,645,831	(567,055)
Ending Fund Balance as a % of Expenses	92%	363%	40%	-322%

Detail

Magnolia Science Academy: MSA-SA

Multiyear Budget Summary

As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-SA	Current Forecast - MSA-SA	Preliminary Budget - MSA-SA	Variance - 2016/17 vs. 2015/16 Forecast
Enrollment Summary		-	-	-	-
	K-3	-	-	200	200
	4-6	18	18	100	82
	7-8	67	67	100	33
	9-12	60	60	130	70
	Total Enrolled	145	145	530	385
					-
	Average	97%	99%	96.5%	-2%
					-
ADA					
	K-3	0.0	0.0	193.0	193.0
	4-6	17.5	19.2	96.5	77.3
	7-8	65.0	65.4	96.5	31.1
	9-12	58.2	58.7	125.5	66.7
	Total ADA	140.7	143.3	511.5	368.1
Demographic Information					-
	Prior Year				-
	ADA (P-2)	157	157	143	(14)
	Enrollment	164	160	145	(15)
	# Unduplicated (CALPADS)	83	84	93	9
	# Free & Reduced Lunch (CALPADS)	82	82	84	2
	# ELL (CALPADS)	15	15	18	3
	Current Year	-	-	-	-
	CALPADS Enrollment (for unduplicated % calc	145	144	530	386
	# Unduplicated (CALPADS)	73	93	424	331
	# Free & Reduced Lunch (CALPADS)	73	84	424	340
	# ELL (CALPADS)	13	18	66	48
	New Students	-	-	385	385
LCFF Entitlement					-
8011	Charter Schools LCFF - State Aid	874,197	867,019	3,517,160	2,650,141
8012	Education Protection Account Entitlement	28,130	28,666	102,290	73,624
8019	State Aid - Prior Years	-	1,280	-	(1,280)

Magnolia Science Academy: MSA-SA

Multiyear Budget Summary

As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-SA	Current Forecast - MSA-SA	Preliminary Budget - MSA-SA	Variance - 2016/17 vs. 2015/16 Forecast
8096	Charter Schools in Lieu of Property Taxes	233,939	273,478	975,862	702,384
		1,136,266	1,170,443	4,595,312	3,424,869
8100	Federal Revenue				-
8181	Special Education - Entitlement	27,057	20,000	17,061	(2,939)
8220	Child Nutrition Programs	35,872	36,364	183,550	147,186
8291	Title I	26,705	26,644	134,489	107,845
8292	Title II	465	468	2,362	1,894
8293	Title III	528	528	2,665	2,137
8296	Other Federal Revenue	-	-	54,400	54,400
8297	PY Federal - Not Accrued	-	163	-	(163)
8298	Implementation Grant	200,000	200,000	-	(200,000)
SUBTOTAL - Federal Income		290,627	284,167	394,527	110,360
8300	Other State Revenues				
8319	Other State Apportionments - Prior Years	-	34,638	-	(34,638)
8380	Special Ed	15,000	-	-	-
8381	Special Education - Entitlement (State)	69,671	87,345	245,368	158,023
8520	Child Nutrition - State	4,138	1,465	7,396	5,931
8545	School Facilities Apportionments	105,488	117,833	-	(117,833)
8550	Mandated Cost Reimbursements	3,986	86,597	10,299	(76,298)
8560	State Lottery Revenue	25,458	25,943	82,855	56,912
8590	All Other State Revenue	100,406	17,452	-	(17,452)
8593	ASES	-	-	-	-
8594	Prop 1D Grant (Restricted)	-	6,666,281	-	(6,666,281)
SUBTOTAL - Other State Income		324,146	7,037,553	345,918	(6,691,634)
8600	Other Local Revenue				-
8634	Food Service Sales	9,000	9,000	15,900	6,900
8636	Uniforms	15,000	15,000	-	(15,000)
8660	Interest	-	523	533	10
8693	Field Trips	10,000	10,000	-	(10,000)

Magnolia Science Academy: MSA-SA

Multiyear Budget Summary
As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-SA	Current Forecast - MSA-SA	Preliminary Budget - MSA-SA	Variance - 2016/17 vs. 2015/16 Forecast
8699	All Other Local Revenue	-	70	71	1
8720	Refunds	-	998	-	(998)
SUBTOTAL - Local Revenues		34,000	35,591	16,505	(19,086)
8800	Donations/Fundraising				-
8801	Donations - Parents	2,000	-	-	-
8802	Donations - Private	5,500	20,840	-	(20,840)
8803	Fundraising	10,000	5,383	22,000	16,617
SUBTOTAL - Fundraising and Grants		17,500	26,223	22,000	(4,223)
TOTAL REVENUE		1,802,539	8,553,976	5,374,262	(3,179,714)
EXPENSES					
Compensation & Benefits					
Certificated Employees Summary					
1100	Teachers Salaries	696,232	672,245	1,787,100	1,114,855
1300	Certificated Supervisor & Administrator Sala	87,290	132,694	389,889	257,195
SUBTOTAL - Certificated Employees		783,522	804,939	2,176,989	1,372,051
Classified Employees Summary					
2400	Classified Clerical & Office Salaries	66,149	45,303	80,500	35,197
2900	Classified Other Salaries	68,706	73,906	165,580	91,675
SUBTOTAL - Classified Employees		134,854	119,209	246,080	126,872
Employee Benefits Summary					
3100	STRS	73,449	73,306	251,630	178,324
3200	PERS	7,692	12,826	8,428	(4,398)
3300	OASDI-Medicare-Alternative	27,850	28,029	61,240	33,211

Magnolia Science Academy: MSA-SA

Multiyear Budget Summary

As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-SA	Current Forecast - MSA-SA	Preliminary Budget - MSA-SA	Variance - 2016/17 vs. 2015/16 Forecast
3400	Health & Welfare Benefits	103,334	103,393	337,373	233,980
3500	Unemployment Insurance	459	462	1,212	749
3600	Workers Comp Insurance	8,161	8,161	24,231	16,069
3700	Retiree Benefits	-	-	2,142	2,142
SUBTOTAL - Employee Benefits		220,947	226,176	686,255	460,078
4000	Books & Supplies				-
4100	Approved Textbooks & Core Curricula Materials	156,000	158,793	235,150	76,357
4200	Books & Other Reference Materials	10,330	12,537	35,000	22,463
4315	Custodial Supplies	-	100	10,000	9,900
4320	Educational Software	4,739	4,739	10,000	5,261
4325	Instructional Materials & Supplies	44,500	14,900	65,500	50,600
4326	Art & Music Supplies	-	100	-	(100)
4330	Office Supplies	20,000	9,800	2,200	(7,600)
4335	PE Supplies	500	500	5,000	4,500
4340	Professional Development Supplies	-	500	-	(500)
4345	Non Instructional Student Materials & Supplies	-	3,000	11,185	8,185
4350	Uniforms	-	16,080	-	(16,080)
4400	Noncapitalized Equipment	12,500	4,464	25	(4,439)
4410	Classroom Furniture, Equipment & Supplies	21,000	16,536	3,000	(13,536)
4420	Computers (individual items less than \$5k)	50,000	50,000	105,825	55,825
4430	Office Furniture, Equipment & Supplies	-	100	-	(100)
4700	Food	-	56,829	206,845	150,017
4710	Student Food Services	58,625	-	-	-
4720	Other Food	100	938	2,000	1,062
SUBTOTAL - Books and Supplies		378,294	349,915	691,730	341,815
5000	Services & Other Operating Expenses				-
5101	CMO Fees	60,000	60,000	972,684	912,684

Magnolia Science Academy: MSA-SA

Multiyear Budget Summary

As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-SA	Current Forecast - MSA-SA	Preliminary Budget - MSA-SA	Variance - 2016/17 vs. 2015/16 Forecast
5210	Conference Fees	5,000	5,000	8,809	3,809
5215	Travel - Mileage, Parking, Tolls	20,000	20,000	20,000	-
5300	Dues & Memberships	5,333	5,333	6,000	667
5450	Insurance - Other	13,750	8,694	32,415	23,721
5500	Operations & Housekeeping	5,000	5,000	8,500	3,500
5510	Utilities - Gas and Electric	2,800	2,800	55,000	52,200
5605	Equipment Leases	3,672	5,672	47,344	41,672
5610	Rent	209,000	229,029	-	(229,029)
5615	Repairs and Maintenance - Building	12,000	1,900	3,000	1,100
5617	Repairs and Maintenance - Other Equipment	-	100	-	(100)
5803	Accounting & Audit Fees	3,009	3,009	5,000	1,991
5809	Banking Fees	1,400	3,539	2,856	(683)
5813	School Programs - After School Program	-	1,448	10,000	8,552
5814	School Programs - Academic Competitions	-	1,740	7,500	5,760
5819	School Programs - Other	-	5,211	-	(5,211)
5820	Consultants - Non Instructional	-	9,950	30,000	20,050
5822	Other Professional Services	15,000	22,600	57,898	35,298
5824	District Oversight Fees	11,363	11,704	46,872	35,168
5830	Field Trips Expenses	-	13,797	19,000	5,203
5833	Fines and Penalties	-	83,155	-	(83,155)
5843	Interest - Loans Less than 1 Year	500	227	227	-
5845	Legal Fees	25,000	30,000	15,000	(15,000)
5851	Marketing and Student Recruiting	24,000	24,000	30,000	6,000
5857	Payroll Fees	3,000	9,280	21,600	12,320
5861	Prior Yr Exp (not accrued)	-	32,101	-	(32,101)
5863	Professional Development	19,000	18,500	35,575	17,075
5869	Special Education Contract Instructors	112,000	112,000	224,000	112,000
5872	Special Education Encroachment	3,869	-	-	-
5884	Substitutes	26,276	13,138	51,150	38,012
5885	Tutor	-	-	-	-
5887	Technology Services	17,059	17,059	20,000	2,941
5900	Communications	3,900	6,609	4,800	(1,809)

5/27/2016

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Magnolia Science Academy: MSA-SA

Multiyear Budget Summary

As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-SA	Current Forecast - MSA-SA	Preliminary Budget - MSA-SA	Variance - 2016/17 vs. 2015/16 Forecast
5915	Postage and Delivery	4,800	2,092	7,799	5,707
					-
	SUBTOTAL - Services & Other Operating Exp	606,731	764,687	1,743,028	978,342
					-
6000	Capital Outlay				-
6200	Buildings & Improvement of Buildings	-	-	13,332,561	13,332,561
6410	Computers (capitalizable items)	-	-	56,500	56,500
					-
	SUBTOTAL - Capital Outlay	-	-	13,389,061	13,389,061
					-
TOTAL EXPENSES		2,124,348	2,264,926	18,933,144	16,668,219
					-
					-
6900	Total Depreciation (includes Prior Years)	18,270	18,270	397,234	378,964
					-
TOTAL EXPENSES including Depreciation		2,142,618	2,283,196	5,941,317	3,658,121

SCHOOL SITE SYNOPSIS

SCHOOL INFORMATION

School Name: Magnolia Science Academy San Diego
Address: 6365 Lake Atlin Ave. San Diego, CA 92119-320
Principal: Gokhan Serce
Grades Served: 6-8th Grades
Open date: 2005-09-06
Next Renewal Date: 2020-6-30

REVENUE & EXPENSES

2013-14	Revenue	\$2,864,544.00
	Expense:	\$2,438,187.00
2014-15	Revenue	\$2,798,695.00
	Expense:	\$2,608,040.00
2015-16	Revenue	\$3,572,865.00
	Expense:	\$3,110,540.00

STUDENT ACHIEVEMENT

Student Percent Met Projected Growth				
Math	2012-2013	2013-2014	2014-2015	SBAC 14-15
6th	54%	39%	28%	68%
7th	39%	45%	49%	53%
8th	43%	46%	45%	51%
Student Percent Met Projected Growth				
ELA	2012-2013	2013-2014	2014-2015	SBAC 14-15
6th	44%	60%	57%	62%
7th	40%	61%	80%	64%
8th	46%	65%	84%	57%

STUDENT POPULATION

Enrollment	13-14	14-15	15-16	16-17
Total	355	371	419	470
EL	4%	4%	3%	4%
SPED	9%	8%	8%	9%
Boys	62%	64%	63%	62%
Girls	38%	36%	37%	38%
FRL	23%	20%	21%	22%

STAFF POPULATION

STAFFING	13-14	14-15	15-16	16-17
FTE	30.5	28.5	28.5	30.5

SCHOOL SITE SYNOPSIS

MAJOR ACCOMPLISHMENTS

- Southern California FLL Championship Tournament, December 2015 Inspiration Award- 1st Place
- First Lego League Cup Robot Performance, January 2016
2 teams placed 1st
- Southern California Future City Regional Competition, January 2016
Best model Award & 3rd place over all
- AMC 8 Math Competition, November 2015 ,2 students placed in top 5% nationwide
- Knott's Berry Farm Music in the Park Competition, April 2016
1st Place & Superior Rating
- Olympic Archery in Schools California State Championship, April 2016
2nd Place
- Sea Perch Competition, March 2016, 1st Place Obstacle Course
3rd Place Deep Water Challenge, 4th Place Overall
- MPS Steam School of the Year Award
- Mr.Deniz and Mr.Akdeniz received the,STEAM Educator of the Year award.
- MPS Steam EXPO : Robotics ,Challenge 1st, 2nd and 3rd Places
- We participated at the San Diego Festival of Science and Engineering as exhibitor 3 years in a row.
- This year we will be co-hosting our 3rd San Diego STEAM Expo with Grossmont College.
- Based on SBAC results MSA-San Diego has the highest scores in our neighborhood both in ELA and Math.
- We increased the number of students we serve to 423.

MAJOR BUDGET CHANGES AND RATIONAL

- We are adding two new Educational Specialist to our SPED Team to be able to implement a full inclusion model with co-teaching sped program. (Adding two FTE)
- Based on staff/student feedback we are adding contracted counseling services.
- There is a significant decrease (\$145K to \$10K) in textbook expenses. We have purchased all textbooks this year.
- Currently we are paying around \$50K for the rent but it will be almost \$350K next school year. The new owner wants market rate.
- We are adding 50 more students next year and it increases the revenue significantly.

MAJOR FOCUS AREAS FOR 2016-2017

- Implementing Co-teaching model with Full inclusion approach in SPED
- Increase the number of students getting Power English/Math support by having those classes alternatives to electives.
- Offer Summer school to provide credit recovery and fun courses.
- Offer Saturday intervention to more students based on SBAC results
- Continue to implement PBS to create a culturally welcoming school environment.
- Provide open houses and community meetings to transition to the new neighborhood.

2016-2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

We are expecting only an annual oversight visit from SDUSD.

Magnolia Science Academy: MSA-SD

Multiyear Budget Summary
As of most recent monthly close

	2015/16	2015/16	2016/17	
	Approved Budget - MSA-SD	Current Forecast - MSA-SD	Preliminary Budget - MSA-SD	Variance - 2016/17 vs. 2015/16 Forecast
SUMMARY				
Revenue				
General Block Grant	2,978,176	2,886,815	3,365,610	478,795
Federal Revenue	84,919	86,412	133,928	47,515
Other State Revenues	481,095	510,414	301,331	(209,083)
Local Revenues	108,800	67,800	55,036	(12,764)
Fundraising and Grants	20,000	21,423	20,000	(1,423)
Total Revenue	3,672,990	3,572,865	3,875,905	303,040
Expenses				
Compensation and Benefits	1,901,637	1,884,357	2,202,690	318,333
Books and Supplies	354,709	364,134	163,559	(200,574)
Services and Other Operating Expenditures	843,014	862,049	1,282,388	420,339
Capital Outlay	-	-	-	-
Total Expenses	3,099,359	3,110,540	3,648,637	538,098
Operating Income (excluding Depreciation)	573,631	462,325	227,268	(235,057)
<i>Operating Income (including Depreciation)</i>	529,012	417,706	182,649	(235,057)
Fund Balance				
Beginning Balance (Unaudited)	615,301	615,301	1,053,661	438,360
Audit Adjustment	-	20,654	-	(20,654)
Beginning Balance (Audited)	615,301	635,955	1,053,661	417,706
Operating Income (including Depreciation)	529,012	417,706	182,649	(235,057)
Ending Fund Balance (including Depreciation)	1,144,313	1,053,661	1,236,310	182,649
Ending Fund Balance as a % of Expenses	37%	34%	34%	0%

Magnolia Science Academy: MSA-SD

Multiyear Budget Summary
As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-SD	Current Forecast - MSA-SD	Preliminary Budget - MSA-SD	Variance - 2016/17 vs. 2015/16 Forecast
Detail					
Enrollment Summary		-	-	-	-
	K-3	-	-	-	-
	4-6	134	135	150	15
	7-8	289	288	320	32
	9-12	-	-	-	-
	Total Enrolled	423	423	470	47
ADA %					
	Average	97%	96%	96.5%	1%
ADA					
	K-3	0.0	0.0	0.0	0.0
	4-6	129.6	129.2	144.8	15.5
	7-8	279.6	276.4	308.8	32.4
	9-12	0.0	0.0	0.0	0.0
	Total ADA	409.3	405.6	453.6	47.9
Demographic Information					
	Prior Year				
	ADA (P-2)	356	356	406	49
	Enrollment	371	371	423	52
	# Unduplicated (CALPADS)	88	83	98	15
	# Free & Reduced Lunch (CALPADS)	79	79	88	9
	# ELL (CALPADS)	14	14	14	-
	Current Year				
	CALPADS Enrollment (for unduplicated % calc	423	423	470	47
	# Unduplicated (CALPADS)	100	98	109	11
	# Free & Reduced Lunch (CALPADS)	97	88	98	10

Magnolia Science Academy: MSA-SD

Multiyear Budget Summary

As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-SD	Current Forecast - MSA-SD	Preliminary Budget - MSA-SD	Variance - 2016/17 vs. 2015/16 Forecast
# ELL (CALPADS)		16	14	16	2
New Students		52	52	47	(5)
					-
					-
LCFF Entitlement					-
8011	Charter Schools LCFF - State Aid	678,457	604,002	812,986	208,984
8012	Education Protection Account Entitlement	558,923	557,511	623,404	65,893
8019	State Aid - Prior Years	-	-	-	-
8096	Charter Schools in Lieu of Property Taxes	1,740,796	1,725,303	1,929,220	203,918
		2,978,176	2,886,815	3,365,610	478,795
8100 Federal Revenue					-
8181	Special Education - Entitlement	38,931	41,972	48,937	6,965
8182	Special Education Reimbursement	-	-	-	-
8220	Child Nutrition Programs	23,833	21,622	24,079	2,457
8291	Title I	22,155	22,111	24,624	2,513
8292	Title II	-	601	669	68
8293	Title III	-	107	119	12
8296	Other Federal Revenue	-	-	35,500	35,500
SUBTOTAL - Federal Income		84,919	86,412	133,928	47,515
8300 Other State Revenues					
8319	Other State Apportionments - Prior Years	-	9,871	-	(9,871)
8381	Special Education - Entitlement (State)	180,632	200,643	221,038	20,395
8520	Child Nutrition - State	3,841	3,485	3,881	396
8550	Mandated Cost Reimbursements	5,064	193,669	2,938	(190,731)
8560	State Lottery Revenue	74,075	73,415	73,475	60

Magnolia Science Academy: MSA-SD

Multiyear Budget Summary
As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-SD	Current Forecast - MSA-SD	Preliminary Budget - MSA-SD	Variance - 2016/17 vs. 2015/16 Forecast
8590	All Other State Revenue	217,484	29,331	-	(29,331)
SUBTOTAL - Other State Income		481,095	510,414	301,331	(209,083)
8600	Other Local Revenue				-
8634	Food Service Sales	12,000	-	-	-
8636	Uniforms	30,000	30,000	-	(30,000)
8660	Interest	1,800	1,800	1,836	36
8682	Summer Program	-	-	10,200	10,200
8693	Field Trips	35,000	35,000	43,000	8,000
8699	All Other Local Revenue	30,000	1,000	-	(1,000)
SUBTOTAL - Local Revenues		108,800	67,800	55,036	(12,764)
8800	Donations/Fundraising				-
8802	Donations - Private	5,000	626	-	(626)
8803	Fundraising	15,000	20,798	20,000	(798)
SUBTOTAL - Fundraising and Grants		20,000	21,423	20,000	(1,423)
TOTAL REVENUE		3,672,990	3,572,865	3,875,905	303,040
EXPENSES					
Compensation & Benefits					
Certificated Employees Summary					
1100	Teachers Salaries	1,178,805	1,113,403	1,264,738	151,335
1300	Certificated Supervisor & Administrator Sala	208,731	232,287	367,078	134,792
SUBTOTAL - Certificated Employees		1,387,536	1,345,690	1,631,816	286,126

Magnolia Science Academy: MSA-SD

Multiyear Budget Summary
As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-SD	Current Forecast - MSA-SD	Preliminary Budget - MSA-SD	Variance - 2016/17 vs. 2015/16 Forecast
Classified Employees Summary					-
2400	Classified Clerical & Office Salaries	59,885	58,365	71,345	12,980
2900	Classified Other Salaries	92,691	84,802	32,842	(51,960)
SUBTOTAL - Classified Employees		152,576	143,167	104,187	(38,980)
Employee Benefits Summary					-
3100	STRS	129,113	134,544	190,258	55,714
3200	PERS	14,033	16,961	12,185	(4,776)
3300	OASDI-Medicare-Alternative	43,269	34,966	39,057	4,091
3400	Health & Welfare Benefits	154,222	188,046	205,211	17,165
3500	Unemployment Insurance	993	1,088	1,566	477
3600	Workers Comp Insurance	19,895	19,895	17,360	(2,535)
3700	Retiree Benefits	-	-	1,050	1,050
3800	PERS Reduction	-	-	-	-
3900	Other Employee Benefits	-	-	-	-
SUBTOTAL - Employee Benefits		361,525	395,500	466,688	71,187
4000 Books & Supplies					-
4100	Approved Textbooks & Core Curricula Materials	145,000	151,881	10,000	(141,881)
4200	Books & Other Reference Materials	10,500	9,218	10,000	782
4300	Materials & Supplies	50	-	-	-
4315	Custodial Supplies	9,000	8,517	9,000	483
4320	Educational Software	15,000	15,000	15,000	-
4325	Instructional Materials & Supplies	16,900	9,355	18,700	9,345
4326	Art & Music Supplies	-	2,323	2,200	(123)
4330	Office Supplies	49,764	47,150	32,200	(14,950)
4335	PE Supplies	5,000	5,000	5,000	-

Magnolia Science Academy: MSA-SD

Multiyear Budget Summary

As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-SD	Current Forecast - MSA-SD	Preliminary Budget - MSA-SD	Variance - 2016/17 vs. 2015/16 Forecast
4340	Professional Development Supplies	3,000	3,000	-	(3,000)
4345	Non Instructional Student Materials & Supplies	-	3,006	6,000	2,994
4346	Teacher Supplies	-	1,000	-	(1,000)
4350	Uniforms	15,205	18,803	-	(18,803)
4400	Noncapitalized Equipment	1,300	1,300	-	(1,300)
4410	Classroom Furniture, Equipment & Supplies	31,700	30,038	10,000	(20,038)
4420	Computers (individual items less than \$5k)	17,500	19,162	15,500	(3,662)
4430	Non Classroom Related Furniture, Equipment &	-	91	-	(91)
4700	Food	236	34,790	27,959	(6,831)
4710	Student Food Services	34,554	-	-	-
4720	Other Food	-	4,500	2,000	(2,500)
SUBTOTAL - Books and Supplies		354,709	364,134	163,559	(200,574)
5000	Services & Other Operating Expenses				-
5101	CMO Fees	334,759	334,759	370,217	35,458
5200	Travel & Conferences	3,000	1,999	-	(1,999)
5210	Conference Fees	4,000	2,383	5,000	2,617
5215	Travel - Mileage, Parking, Tolls	3,000	6,199	7,000	801
5220	Travel and Lodging	10,000	9,419	20,000	10,581
5300	Dues & Memberships	5,400	5,400	5,400	-
5450	Insurance - Other	17,978	17,886	19,000	1,114
5510	Utilities - Gas and Electric	37,200	37,200	37,200	-
5605	Equipment Leases	18,000	18,000	10,000	(8,000)
5610	Rent	-	-	345,000	345,000
5615	Repairs and Maintenance - Building	4,800	4,800	35,000	30,200
5617	Repairs and Maintenance - Other Equipment	4,800	4,800	5,000	200
5631	Other Rentals, Leases and Repairs - Site Reloc	-	-	-	-

Magnolia Science Academy: MSA-SD

Multiyear Budget Summary
As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-SD	Current Forecast - MSA-SD	Preliminary Budget - MSA-SD	Variance - 2016/17 vs. 2015/16 Forecast
5803	Accounting & Audit Fees	5,000	5,000	5,000	-
5809	Banking Fees	1,000	1,000	1,000	-
5814	School Programs - Academic Competitions	-	5,000	5,000	-
5819	School Programs - Other	42	542	600	58
5820	Consultants - Non Instructional	-	500	40,000	39,500
5822	Other Professional Services	54,500	46,972	26,503	(20,469)
5824	District Oversight Fees	89,345	86,604	33,656	(52,948)
5830	Field Trips Expenses	45,000	40,000	45,000	5,000
5843	Interest - Loans Less than 1 Year	1,000	1,000	-	(1,000)
5845	Legal Fees	50,000	50,000	25,000	(25,000)
5851	Marketing & Student Recruiting	24,000	24,000	24,000	-
5857	Payroll Fees	3,590	11,700	18,000	6,300
5861	Prior Yr Exp (not accrued)	-	13,758	-	(13,758)
5863	Professional Development	10,000	14,654	17,100	2,446
5869	Special Education Contract Instructors	55,000	55,000	70,000	15,000
5884	Substitutes	25,000	25,000	25,000	-
5887	Technology Services	19,200	19,200	43,800	24,600
5900	Communications	17,400	17,030	42,000	24,970
5915	Postage and Delivery	-	370	-	(370)
SUBTOTAL - Services & Other Operating Exp		843,014	862,049	1,282,388	420,339
6000	Capital Outlay				-
6100	Sites & Improvement of Sites	-	-	-	-
6200	Buildings & Improvement of Buildings	-	-	-	-
6300	School Libraries	-	-	-	-
6400	Equipment	-	-	-	-
6410	Computers (capitalizable items)	-	-	-	-
6420	Furniture (capitalizable items)	-	-	-	-

Magnolia Science Academy: MSA-SD

Multiyear Budget Summary

As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-SD	Current Forecast - MSA-SD	Preliminary Budget - MSA-SD	Variance - 2016/17 vs. 2015/16 Forecast
6430	Other Equipment (capitalizable items)	-	-	-	-
6500	Equipment Replacement	-	-	-	-
0000	(School Defined)	-	-	-	-
0000	(School Defined)	-	-	-	-
					-
SUBTOTAL - Capital Outlay		-	-	-	-
TOTAL EXPENSES		3,099,359	3,110,540	3,648,637	538,098
					-
					-
6900	Total Depreciation (includes Prior Years)	44,619	44,619	44,619	-
					-
TOTAL EXPENSES including Depreciation		3,143,978	3,155,159	3,693,256	538,098

SCHOOL SITE SYNOPSIS

SCHOOL INFORMATION

School Name: Magnolia Science Academy – Santa Clara

Address: 14271 Story Rd, San Jose, CA 95127

Principal: Dr. Michele Ryan

Grades Served: 6-12th grade

Operating Year: Opened 2010-11

REVENUE & EXPENSES

Year	2013-14	2014-15	2015-16
Revenue	\$3,508,959.53	\$3,348,922.61	\$1,044,006
Expenses	\$3,152,805.53	\$3,217,309.16	\$2,034,565

STUDENT ACHIEVEMENT

2015-16

-One Distinction Award for scoring in the top 1% in the AMC8 National Math Competition and one Honor Roll Award for scoring in the top 5%.

-Two students ranked 7th and 8th place out of approx. 367 students in the MathCounts Silicon Valley Chapter Competition).

-One student ranked 4th place (8th Grade Level) in the Silicon Valley Math Tournament out of approx. 300 students

-13% of middle school students accepted into the competitive Synopsis Science Fair. 4% of all middle school students won awards.

STUDENT POPULATION

2015-2016

Gender - Female 49 Male 49

Hispanic - 13 (6) Female (7) Male

EL - 6

SPED - 2

2013-14 – 26 suspensions

2014-15 – 16 suspensions

2015-16 – 1 suspension

STAFF POPULATION

2012-13:

44 staff members (high number as a result of considerable turnover during the year)

2013-14:

32 staff members

2014-15:

32 staff members

2015-16:

13 staff members



SCHOOL SITE SYNOPSIS

MAJOR ACCOMPLISHMENTS

Getting the school up and running with only two weeks to prepare the site for students.

Very positive authorizer visit from Santa Clara County Office of Education staff in October 2015.

Continued tradition of all school Science Fair in December 2015 and Science Expo in May 2016.

Stronger than ever performance of students accepted to Synopsys Science Fair.

MAJOR BUDGET CHANGES AND RATIONAL

Budget changed significantly in 2015-16 due to serious decline in enrollment following the failure to secure facilities until July 29, 2015, and the relocation of the school to a site 16 miles from the previous site.

Initial survey after school site was confirmed indicated that about 170 students planned to enroll, but only about 100 actually enrolled.

MAJOR FOCUS AREAS FOR 2016-2017

Improving site, enrollment, and staff stability while continuing to offer a strong academic program.

2016-2017 EXPECTED OVERSIGHT (LAUSD, WASC, ETC.)

Annual Santa Clara County Office of Education visit Fall 2016.

WASC visit Fall 2016.

Magnolia Science Academy - SC

Multiyear Budget Summary

As of most recent monthly close

	2015/16	2015/16	2016/17	
	Approved Budget - MSA-SC	Current Forecast - MSA-SC	Preliminary Budget - MSA-SC	Variance - 2016/17 vs. 2015/16 Forecast
SUMMARY				
Revenue				
General Block Grant	770,883	709,424	1,459,462	750,038
Federal Revenue	63,688	27,417	38,218	10,801
Other State Revenues	347,168	305,639	33,217	(272,422)
Local Revenues	-	26	27	1
Fundraising and Grants	15,500	1,500	1,500	-
Total Revenue	1,197,239	1,044,006	1,532,423	488,417
Expenses				
Compensation and Benefits	1,066,860	1,191,579	767,431	(424,148)
Books and Supplies	80,670	73,201	82,074	8,873
Services and Other Operating Expenditures	688,291	763,735	520,668	(243,066)
Capital Outlay	6,051	6,051	25,000	18,949
Total Expenses	1,841,872	2,034,565	1,395,173	(639,392)
Operating Income (excluding Depreciation)	(644,633)	(990,560)	137,250	1,127,810
<i>Operating Income (including Depreciation)</i>	(678,435)	(1,024,362)	117,397	1,141,759
Fund Balance				
Beginning Balance (Unaudited)	473,945	473,945	(525,825)	(999,770)
Audit Adjustment	-	24,592	-	(24,592)
Beginning Balance (Audited)	473,945	498,537	(525,825)	(1,024,362)
Operating Income (including Depreciation)	(678,435)	(1,024,362)	117,397	1,141,759
Ending Fund Balance (including Depreciation)	(204,490)	(525,825)	(408,428)	117,397
Ending Fund Balance as a % of Expenses	-11%	-26%	-29%	-3%
Detail				

Magnolia Science Academy - SC

Multiyear Budget Summary

As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-SC	Current Forecast - MSA-SC	Preliminary Budget - MSA-SC	Variance - 2016/17 vs. 2015/16 Forecast
Enrollment Summary		-		-	
	K-3	-	-	-	-
	4-6	20	21	75	54
	7-8	52	42	125	83
	9-12	35	37	-	(37)
	Total Enrolled	107	100	200	100
					-
					-
ADA %					-
	Average	96%	95%	96.5%	1%
					-
ADA					-
	K-3	0.0	0.0	0.0	0.0
	4-6	19.2	16.7	72.4	55.7
	7-8	49.9	54.4	120.6	66.2
	9-12	33.6	24.1	0.0	-24.1
	Total ADA	102.7	95.3	193.0	97.8
Demographic Information					-
Prior Year					-
	ADA (P-2)	465	465	95	(369)
	Enrollment	471	484	100	(384)
	# Unduplicated (CALPADS)	118	99	33	(66)
	# Free & Reduced Lunch (CALPADS)	83	83	33	(50)
	# ELL (CALPADS)	35	35	6	(29)
Current Year		-	-	-	-
	CALPADS Enrollment (for unduplicated % calc)	107	100	200	100
	# Unduplicated (CALPADS)	27	33	46	13
	# Free & Reduced Lunch (CALPADS)	20	33	46	13
	# ELL (CALPADS)	8	6	12	6
	New Students	-	-	100	100

Magnolia Science Academy - SC

Multiyear Budget Summary

As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-SC	Current Forecast - MSA-SC	Preliminary Budget - MSA-SC	Variance - 2016/17 vs. 2015/16 Forecast
					0
LCFF Entitlement					-
8011	Charter Schools LCFF - State Aid	252,703	200,952	429,031	228,079
8012	Education Protection Account Entitlement	144,372	134,734	273,004	138,270
8019	State Aid - Prior Years	-	(70)	-	70
8096	Charter Schools in Lieu of Property Taxes	373,808	373,808	757,427	383,619
		770,883	709,424	1,459,462	750,038
8100 Federal Revenue					-
8181	Special Education - Entitlement	50,752	-	-	-
8220	Child Nutrition Programs	6,880	-	-	-
8290	No Child Left Behind	-	-	-	-
8291	Title I	5,000	25,688	35,808	10,120
8292	Title II	-	673	938	265
8293	Title III	1,056	1,056	1,472	416
SUBTOTAL - Federal Income		63,688	27,417	38,218	10,801
8300 Other State Revenues					
8319	Other State Apportionments - Prior Years	-	798	-	(798)
8381	Special Education - Entitlement (State)	45,338	-	-	-
8520	Child Nutrition - State	554	-	-	-
8545	School Facilities Apportionments	-	-	-	-
8550	Mandated Cost Reimbursements	5,138	255,336	1,951	(253,385)
8560	State Lottery Revenue	18,592	17,240	31,266	14,026
8590	All Other State Revenue	277,546	32,264	-	(32,264)
SUBTOTAL - Other State Income		347,168	305,639	33,217	(272,422)

Magnolia Science Academy - SC

Multiyear Budget Summary

As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-SC	Current Forecast - MSA-SC	Preliminary Budget - MSA-SC	Variance - 2016/17 vs. 2015/16 Forecast
8600	Other Local Revenue				-
8699	All Other Local Revenue	-	26	27	1
	SUBTOTAL - Local Revenues	-	26	27	1
8800	Donations/Fundraising				-
8801	Donations - Parents	500	500	-	(500)
8803	Fundraising	15,000	1,000	1,500	500
	SUBTOTAL - Fundraising and Grants	15,500	1,500	1,500	-
TOTAL REVENUE		1,197,239	1,044,006	1,532,423	488,417
EXPENSES					
Compensation & Benefits					
Certificated Employees Summary					
1100	Teachers Salaries	624,925	640,256	455,630	(184,626)
1300	Certificated Supervisor & Administrator Salaries	173,536	173,536	100,535	(73,001)
	SUBTOTAL - Certificated Employees	798,462	813,792	556,165	(257,627)
Classified Employees Summary					
2400	Classified Clerical & Office Salaries	51,135	66,135	42,613	(23,522)
2900	Classified Other Salaries	25,232	7,736	-	(7,736)
	SUBTOTAL - Classified Employees	76,367	73,871	42,613	(31,258)
Employee Benefits Summary					-

Magnolia Science Academy - SC

Multiyear Budget Summary

As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-SC	Current Forecast - MSA-SC	Preliminary Budget - MSA-SC	Variance - 2016/17 vs. 2015/16 Forecast
3100	STRS	81,847	82,732	58,834	(23,899)
3200	PERS	5,589	2,462	5,044	2,582
3300	OASDI-Medicare-Alternative	19,493	20,267	16,822	(3,445)
3400	Health & Welfare Benefits	67,500	180,846	81,461	(99,385)
3500	Unemployment Insurance	437	444	504	61
3600	Workers Comp Insurance	17,164	17,164	5,988	(11,176)
3900	Other Employee Benefits	-	-	-	-
SUBTOTAL - Employee Benefits		192,031	303,915	168,653	(135,263)
4000	Books & Supplies				-
4100	Approved Textbooks & Core Curricula Materials	2,000	4,257	16,000	11,743
4200	Books & Other Reference Materials	6,600	3,435	3,500	65
4315	Custodial Supplies	500	500	-	(500)
4320	Educational Software	5,500	5,500	5,500	-
4325	Instructional Materials & Supplies	16,050	15,296	16,050	754
4330	Office Supplies	28,500	20,000	20,000	-
4346	Teacher Supplies	-	954	-	(954)
4400	Noncapitalized Equipment	-	1,000	-	(1,000)
4410	Classroom Furniture, Equipment & Supplies	3,000	3,000	-	(3,000)
4420	Computers (individual items less than \$5k)	6,500	6,500	6,630	130
4700	Food	11,520	10,228	11,364	1,136
SUBTOTAL - Books and Supplies		80,670	73,201	82,074	8,873
5000	Services & Other Operating Expenses				-

5/27/2016

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Magnolia Science Academy - SC

Multiyear Budget Summary

As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-SC	Current Forecast - MSA-SC	Preliminary Budget - MSA-SC	Variance - 2016/17 vs. 2015/16 Forecast
5101	CMO Fees	-	-	-	-
5200	Travel & Conferences	5,000	6,512	-	(6,512)
5210	Conference Fees	5,000	3,488	12,000	8,512
5220	Travel and Lodging	7,000	14,107	33,000	18,893
5300	Dues & Memberships	975	1,850	1,090	(760)
5500	Operations & Housekeeping	2,500	11,000	11,000	-
5510	Utilities - Gas and Electric	6,000	6,000	6,120	120
5605	Equipment Leases	60,000	37,156	65,447	28,291
5610	Rent	311,245	314,625	144,000	(170,625)
5615	Repairs and Maintenance - Building	1,000	1,000	1,000	-
5617	Repairs and Maintenance - Other Equipment	1,000	1,000	1,000	-
5631	Other Rentals, Leases and Repairs - Site Relocat	66,800	66,800	45,000	(21,800)
5803	Accounting & Audit Fees	6,000	6,000	6,000	-
5809	Banking Fees	1,800	1,000	1,000	-
5822	Other Professional Services	3,120	19,747	17,537	(2,209)
5824	District Oversight Fees	7,709	7,094	14,595	7,500
5830	Field Trips Expenses	-	-	-	-
5843	Interest - Loans Less than 1 Year	1,000	-	-	-
5845	Legal Fees	10,000	10,000	10,000	-
5851	Marketing & Student Recruiting	3,600	3,600	3,600	-
5857	Payroll Fees	4,004	6,930	4,124	(2,806)
5863	Professional Development	1,706	4,224	4,100	(124)
5884	Substitutes	12,188	4,642	4,000	(642)
5887	Technology Services	21,000	21,000	25,000	4,000

Magnolia Science Academy - SC

Multiyear Budget Summary

As of most recent monthly close

		2015/16	2015/16	2016/17	
		Approved Budget - MSA-SC	Current Forecast - MSA-SC	Preliminary Budget - MSA-SC	Variance - 2016/17 vs. 2015/16 Forecast
5893	Transportation - Student	118,080	118,080	-	(118,080)
5900	Communications	16,000	8,000	8,000	-
5915	Postage and Delivery	4,800	4,486	4,800	314
					-
	SUBTOTAL - Services & Other Operating Exp.	688,291	763,735	520,668	(243,066)
					-
6000	Capital Outlay				-
6100	Sites & Improvement of Sites	-	-	25,000	25,000
6400	Equipment	6,051	6,051	-	(6,051)
					-
	SUBTOTAL - Capital Outlay	6,051	6,051	25,000	18,949
	TOTAL EXPENSES	1,841,872	2,034,565	1,395,173	(639,392)
6900	Total Depreciation (includes Prior Years)	39,853	39,853	44,853	5,000
					-
	TOTAL EXPENSES including Depreciation	1,875,674	2,068,368	1,415,026	(653,341)



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	III D
Date:	June 6, 2016
To:	MPS Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Oswaldo Diaz, Chief Financial Officer
RE:	Approval of Revised CMO Cost Allocation Table and Contingency Reserve for Economic Uncertainties

Proposed Board Recommendation

I move that the Board approves the revised option 1 CMO Cost Allocation Table and Contingency Reserve for Economic Uncertainties.

Background

Based on the direction provided by the MPS Treasurer, senior management has prepared an analysis of the current Magnolia Public Schools Charter Management Organization (CMO) fees and a comparison with other cost allocation methodologies. The purpose of the analysis is to provide the MPS' Board of Directors with the financial impact to each of the schools of various cost allocation methodologies, and a cost effective recommendation for the organization.

CMO Fees and Cost Allocation Methodologies

The two main CMO fee methods are the fixed rate methodology and the indirect cost allocation methodology. Both methods are acceptable and used by CMOs and non-profit organizations that have incurred costs for common or joint objectives and that cannot be readily identified with a particular school.

Based on the conversations and direction provided by the Finance Committee members, Senior Management is presenting the following methodologies for consideration:

1. CMO Fee Rate Based on an Indirect Cost Allocation Methodology driven by ADA and Tier Factor
2. Fixed CMO Fee Methodology
3. CMO Fee Rate Allocation Methodology based on ADA

Option 1.- CMO Fee Rate based on an Indirect Cost Allocation Methodology driven by ADA and Tier Factor

Currently MPS uses the indirect cost allocation methodology driven by ADA and Tier Factor to calculate the CMO fees. The current MPS Home Office Expense Allocation structure was designed to be in accordance with Code of Federal Regulations 2-CFR-230 Cost Principles for Non-Profit Organizations (OMB Circular A-122), and California Education Code § 47600 applicable to approval, operation, and accountability of charter schools.

The Home Office Expense Allocation is a dynamic model that takes into consideration the annual budget of MERF, potential reduction of fees due to limited school reserves, and is based on an attendance tier-model that considers each school's operational thresholds and breakeven costs. As part of the calculation, The CMO Fee Rate Based on an Indirect Cost Allocation is based on a redistribution of total expenses and cash reserves, and based on a tier factor driven by Average Daily Attendance (ADA).



MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683

P: (714) 892-5066 F: (714) 362-9588

Option 1 - Current Fee Structure (includes 5% reserve)				
School	FY16-17 Budgeted ADA	CMO Fee - Current Calculation	Budgeted FY16-17 Net Income (Loss) - Current CMO Fee	CMO Fee as % of Revenue
MSA-1	519	972,684	150,509	14.0%
MSA-2	472	972,684	151,978	18.2%
MSA-3	439	881,495	341,598	15.9%
MSA-4	181	72,951	188,201	3.3%
MSA-5	170	72,951	14,248	3.9%
MSA-6	175	72,951	292,887	3.7%
MSA-7	293	607,928	41,748	16.4%
MSA-8	480	972,684	61,122	18.2%
MSA-SA	514	972,684	(567,055)	18.1%
MSA-SC	194	-	117,397	0.0%
MSA-SD	456	370,217	182,649	10.4%
Total	3,893	5,969,230	975,280	13.9%

Option 2 - Fixed CMO Fee Rate Methodology

Fixed CMO Fee Rate Methodology is calculated by applying the board approved fee structure percentage to the unrestricted income of each school. This fee may be waived or capped in order to mitigate the financial burden of schools that have not reached a minimum threshold of recommended reserves.

In accordance with the independent study commissioned by MPS on February 2015, CMO fees are typically calculated by multiplying a designated fixed fee rate percentage to total unrestricted income. This method is quite common primarily because it is simple to implement and it maintains a constant and stable rate. The CMO fee rate typically ranges between 10% to 20%.

Option 2 - Fixed CMO Fee Rate Methodology (14.23% of revenue)				
School	FY16-17 Budgeted ADA	CMO Fee - Flat Fee Structure	Budgeted FY16-17 Net Income (Loss) - Flat Fee Structure	CMO Fee as % of Revenue
MSA-1	519	990,497	132,697	14.2%
MSA-2	472	759,273	365,389	14.2%
MSA-3	439	790,692	432,401	14.2%
MSA-4	181	312,522	(51,370)	14.2%
MSA-5	170	267,075	(179,875)	14.2%
MSA-6	175	277,642	88,196	14.2%
MSA-7	293	526,467	123,209	14.2%
MSA-8	480	761,710	272,096	14.2%
MSA-SA	514	764,604	(358,975)	14.2%
MSA-SC	194	148,532	(31,136)	14.2%
MSA-SD	456	370,217	182,649	10.4%
Total	3,893	5,969,230	975,280	13.9%



MAGNOLIA PUBLIC SCHOOLS

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Option 3 - CMO Fee Rate Allocation Methodology based on ADA

CMO Fee Rate Methodology based on ADA is calculated by assigning a percentage to each school based on the school's ADA. The percentage is then applied to the total home office budget in order to determine the allocation to be applied for each school. This fee may be waived or capped in order to mitigate the financial burden of schools that have not reached a minimum threshold of recommended reserves.

Option 3 - CMO Fee Rate Allocation Methodology based on ADA				
School	FY16-17 Budgeted ADA	CMO Fee - Allocation based on ADA	Budgeted FY16-17 Net Income (Loss) - Proposed CMO Fee Structure	CMO Fee as % of Revenue
MSA-1	519	799,578	323,615	11.5%
MSA-2	472	724,306	400,356	13.6%
MSA-3	439	669,270	553,823	12.0%
MSA-4	181	278,106	(16,955)	12.7%
MSA-5	170	260,258	(173,059)	13.9%
MSA-6	175	267,720	98,118	13.7%
MSA-7	293	449,125	200,551	12.1%
MSA-8	480	736,185	297,621	13.8%
MSA-SA	514	698,997	(293,368)	13.0%
MSA-SC	194	297,447	(180,050)	28.5%
MSA-SD	456	788,237	(235,371)	22.1%
Total	3,893	5,969,230	975,280	13.9%

Recommendation

Based on the models presented for Board consideration, Senior Management recommends retaining the current CMO Fee Rate based on an Indirect Cost Allocation Methodology driven by ADA and Tier Factor. The recommendation is based on the flexibility of the CMO fee to adapt to unanticipated changes in the home office, as well as the ability to cap the fees of the schools that require maintaining reserves in accordance with the charter petition.

Budget Implications:

Financial impact as presented in the document.

Name of Staff Originator:

Oswaldo Diaz
Chief Financial Officer

Attachments:

CMO Fee allocation comparison table

Magnolia Public Schools

CMO Fee Comparisons - FY16-17 Budget

				Option 1 - Current Fee Structure (includes 5% reserve)			Option 2 - Fixed CMO Fee Rate Methodology (14.23% of revenue)			Option 3 - CMO Fee Rate Allocation Methodology based on ADA		
	FY16-17 Budgeted ADA	Total Budgeted FY16-17 Revenues*	Budgeted FY16-17 Net Income - Before CMO Fee	CMO Fee - Current Calculation	Budgeted FY16 17 Net Income (Loss) - Current CMO Fee	CMO Fee as % of Revenue	CMO Fee - Flat Fee Structure	Budgeted FY16-17 Net Income (Loss) - Flat Fee Structure	CMO Fee as % of Revenue	CMO Fee - Allocation based on ADA	Budgeted FY16-17 Net Income (Loss) - Proposed CMO Fee Structure	CMO Fee as % of Revenue
MSA-1	519	6,962,022	1,123,193	972,684	150,509	14.0%	990,497	132,697	14.2%	799,578	323,615	11.5%
MSA-2	472	5,336,796	1,124,662	972,684	151,978	18.2%	759,273	365,389	14.2%	724,306	400,356	13.6%
MSA-3	439	5,557,630	1,223,093	881,495	341,598	15.9%	790,692	432,401	14.2%	669,270	553,823	12.0%
MSA-4	181	2,196,660	261,152	72,951	188,201	3.3%	312,522	(51,370)	14.2%	278,106	(16,955)	12.7%
MSA-5	170	1,877,220	87,199	72,951	14,248	3.9%	267,075	(179,875)	14.2%	260,258	(173,059)	13.9%
MSA-6	175	1,951,493	365,838	72,951	292,887	3.7%	277,642	88,196	14.2%	267,720	98,118	13.7%
MSA-7	293	3,700,444	649,676	607,928	41,748	16.4%	526,467	123,209	14.2%	449,125	200,551	12.1%
MSA-8	480	5,353,920	1,033,806	972,684	61,122	18.2%	761,710	272,096	14.2%	736,185	297,621	13.8%
MSA-SA	514	5,374,262	405,629	972,684	(567,055)	18.1%	764,604	(358,975)	14.2%	698,997	(293,368)	13.0%
MSA-SC	194	1,044,006	117,397	-	117,397	0.0%	148,532	(31,136)	14.2%	297,447	(180,050)	28.5%
MSA-SD	456	3,572,865	552,866	370,217	182,649	10.4%	370,217	182,649	10.4%	788,237	(235,371)	22.1%
Total	3,893	42,927,318	6,944,510	5,969,230	975,280	13.9%	5,969,230	975,280	13.9%	5,969,230	975,280	13.9%



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	III.E.
Date:	06.06.2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Oswaldo Diaz, Chief Financial Officer
RE:	2016-17 Certification of Assurances, Protected Prayer Certification, Application for Funding

Proposed Board Recommendation

I move that the Board approves the 2016-17 Certification of Assurances, 2016-17 Protected Prayer Certification, and 2016-17 Application for Funding as presented.

Background

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs. The items required to be approved by the Board are attached herein. The documents listed above should be approved no later than June 30, 2016 for the upcoming fiscal year.

Budget Implications:

None.

Attachment:

2016-17 Certification of Assurances
2016-17 Protected Prayer Certification
2016-17 Application for Funding

Name of Staff Originator:

Oswaldo Diaz
Chief Financial Officer

2016-17 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca16asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

LEA Plan

An LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds must upload the Title III LEA Plan Performance Goal2 to the California Department of Education Monitoring Tool (CMT) at <https://cmt.cde.ca.gov/cmt/logon.aspx>.

State Board of Education approval date	7/11/2003
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://www.magnoliapublicschools.org

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/06/2016

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2016-17 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Mustafa Sahin
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/06/2016
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

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2016-17 Application for Funding**CDE Program Contact:**Education Data Office, ConApp@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/06/2016
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable since LEA is an independent charter school. The LEA has its own local governing board.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Educator Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A LEP (English Learner)	Yes

*****Warning*****

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2016-17 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	
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Warning

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2015-16 General Assurances

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 4 (commencing with §30) of Division I of Title 5, *California Code of Regulations (CCR)*
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the LEA will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the *Education Code (EC)*, as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (PL 105-17; 34 *Code of Federal Regulations (CFR)* 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321(b)(1); PL 107-110 §1120A(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a Single Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (*EC* §64001)
9. The local educational agency (LEA) will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (*CCR* T5, §4202)
10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total

cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 *CFR* 76.722, 76.730, 76.731, 76.734, 76.760; 34 *CFR* 80.42)

11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (*CCR* T5, §4600 et seq.)
12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 *CFR* Part 82.
13. The LEA has complied with the certification requirements under 34 *CFR* Part 85 regarding debarment, suspension and other requirements for a drug-free workplace. (34 *CFR* Part 85)
14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846(a)(7); 20 USC, §1118(b)(4); PL 107-110, §1118(b)(4))
15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 107-110, §9524 and 20 USC §7904.
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 107-110, §1120(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B))
18. The LEA will participate in the Standardized Testing and Reporting program. (20 USC §6316(a)(1)(A-D); PL 107-110, §1116(a)(1)(A-D); *EC* §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (*EC* §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of *EC* Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and

the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)

21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (CCRT5, §3942)
22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (USC, Fourteenth Amendment; Calif. Constitution, art. 1, §7; Gov.C §§11135-11138; 42 USC §2000d; CCR T5, §3934)
23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §§62002, 52034(I), 52035(e)(I), 54101; CCR T5, §§3944, 3946)
24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; CCR T5, §3944(a)(b))
25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
26. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.

2016-17 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca16asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

LEA Plan

An LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds must upload the Title III LEA Plan Performance Goal2 to the California Department of Education Monitoring Tool (CMT) at <https://cmt.cde.ca.gov/cmt/logon.aspx>.

State Board of Education approval date	7/8/2009
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://www.magnoliapublicschools.org

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/06/2016

*****Warning*****

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2016-17 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Steven Keskindurk
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/06/2016
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

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2016-17 Application for Funding**CDE Program Contact:**Education Data Office, ConApp@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/06/2016
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable since LEA is an independent charter school. The LEA has its own local governing board.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Educator Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A LEP (English Learner)	Yes

*****Warning*****

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2016-17 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	
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2016-17 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca16asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

LEA Plan

An LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds must upload the Title III LEA Plan Performance Goal2 to the California Department of Education Monitoring Tool (CMT) at <https://cmt.cde.ca.gov/cmt/logon.aspx>.

State Board of Education approval date	7/8/2009
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://www.magnoliapublicschools.org

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/06/2016

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2016-17 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	John White
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/06/2016
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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2016-17 Application for Funding**CDE Program Contact:**Education Data Office, ConApp@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/06/2016
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable since LEA is an independent charter school. The LEA has its own local governing board.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Educator Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A LEP (English Learner)	Yes

*****Warning*****

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2016-17 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	
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2016-17 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca16asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

LEA Plan

An LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds must upload the Title III LEA Plan Performance Goal2 to the California Department of Education Monitoring Tool (CMT) at <https://cmt.cde.ca.gov/cmt/logon.aspx>.

State Board of Education approval date	7/8/2009
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://www.magnoliapublicschools.org

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/06/2016

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2016-17 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Lisa Ross
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/06/2016
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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2016-17 Application for Funding**CDE Program Contact:**Education Data Office, ConApp@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/06/2016
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable since LEA is an independent charter school. The LEA has its own local governing board.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Educator Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A LEP (English Learner)	Yes

*****Warning*****

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2016-17 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	
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2016-17 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca16asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

LEA Plan

An LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds must upload the Title III LEA Plan Performance Goal2 to the California Department of Education Monitoring Tool (CMT) at <https://cmt.cde.ca.gov/cmt/logon.aspx>.

State Board of Education approval date	7/8/2009
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://www.magnoliapublicschools.org

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/06/2016

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2016-17 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

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The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Brad Plonka
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/06/2016
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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2016-17 Application for Funding**CDE Program Contact:**Education Data Office, ConApp@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/06/2016
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable since LEA is an independent charter school. The LEA has its own local governing board.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Educator Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A LEP (English Learner)	Yes

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2016-17 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	
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2016-17 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca16asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

LEA Plan

An LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds must upload the Title III LEA Plan Performance Goal2 to the California Department of Education Monitoring Tool (CMT) at <https://cmt.cde.ca.gov/cmt/logon.aspx>.

State Board of Education approval date	3/10/2011
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://www.magnoliapublicschools.org

Consolidated Application Certification Statement

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Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/06/2016

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2016-17 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

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The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	John Terzi
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/06/2016
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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2016-17 Application for Funding**CDE Program Contact:**Education Data Office, ConApp@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/06/2016
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable since LEA is an independent charter school. The LEA has its own local governing board.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Educator Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A LEP (English Learner)	Yes

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2016-17 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	
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CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

LEA Plan

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State Board of Education approval date	3/10/2011
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://www.magnoliapublicschools.org

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Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/06/2016

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2016-17 Protected Prayer Certification

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CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

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The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Fatih Metin
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/06/2016
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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2016-17 Application for Funding**CDE Program Contact:**Education Data Office, ConApp@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

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Date of approval by local governing board	06/06/2016
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District English Learner Advisory Committee (DELAC) Review

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DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable since LEA is an independent charter school. The LEA has its own local governing board.

Application for Categorical Programs

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Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Educator Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A LEP (English Learner)	Yes

*****Warning*****

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2016-17 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	
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Warning

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2016-17 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca16asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

LEA Plan

An LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds must upload the Title III LEA Plan Performance Goal2 to the California Department of Education Monitoring Tool (CMT) at <https://cmt.cde.ca.gov/cmt/logon.aspx>.

State Board of Education approval date	3/10/2011
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://www.magnoliapublicschools.org

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/06/2016

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2016-17 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Jason Hernandez
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/06/2016
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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2016-17 Application for Funding**CDE Program Contact:**Education Data Office, ConApp@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/06/2016
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable since LEA is an independent charter school. The LEA has its own local governing board.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Educator Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A LEP (English Learner)	Yes

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2016-17 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	
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2016-17 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca16asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

LEA Plan

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State Board of Education approval date	7/9/2015
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://www.magnoliapublicschools.org

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/06/2016

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2016-17 Protected Prayer Certification

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Laura Schlottman
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/06/2016
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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2016-17 Application for Funding**CDE Program Contact:**Education Data Office, ConApp@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/06/2016
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable since LEA is an independent charter school. The LEA has its own local governing board.

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Educator Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A LEP (English Learner)	Yes

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2016-17 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	
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2016-17 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca16asstoc.asp>.

CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

LEA Plan

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State Board of Education approval date	3/10/2011
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://www.magnoliapublicschools.org

Consolidated Application Certification Statement

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Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/06/2016

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CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

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The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Michele Ryan
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/06/2016
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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2016-17 Application for Funding**CDE Program Contact:**Education Data Office, ConApp@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/06/2016
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	DELAC is not applicable since LEA is an independent charter school. The LEA has its own local governing board.

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Title I Part A (Basic Grant) ESEA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Educator Quality) ESEA Sec. 2101 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A LEP (English Learner)	Yes

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2016-17 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	
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CDE Program Contact:

Joy Paull, jpaull@cde.ca.gov, 916-319-0297

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State Board of Education approval date	7/8/2009
LEA Plan Web page (format http://SomeWebsiteName.xxx)	http://www.magnoliapublicschools.org

Consolidated Application Certification Statement

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Authorized Representative's Full Name	Caprice Young
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative Signature Date	06/06/2016

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CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

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The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Gokhan Serce
Authorized Representative Title	Principal
Authorized Representative Signature Date	06/06/2016
Comment	
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Date of approval by local governing board	06/06/2016
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DELAC representative's full name	n/a
DELAC review date	
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
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2016-17 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4203	
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MAGNOLIA PUBLIC SCHOOLS (MPS) HOMELESS EDUCATION POLICY**I. Introduction**

Title IA (Section 111(a)(1)) requires that a district (including independent charter schools) receiving Title IA Funds include in its district plan a plan to provide services to homeless students to ensure compliance with the McKinney-Vento Act. The McKinney-Vento Homeless Assistance Act, reauthorized in December 2001, ensures educational rights and protections for children and youth experiencing homelessness. The education subtitle of the McKinney-Vento Act was reauthorized by the Every Student Succeeds Act of 2015, which was signed into law by President Obama on December 10, 2015.

II. Definitions

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who (42 USC 11434(a)):

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Runaway children or children who are abandoned; and
- Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Unaccompanied youth includes a youth not in the physical custody of a parent or guardian. A child or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Homeless Liaison.

III. Homeless Liaison

The **Principal** of each MPS school site shall serve as the Homeless Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).)

The Homeless Liaison shall ensure that (42 U.S.C. 11432(g)):

- Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
- Homeless students enroll in, and have a full and equal opportunity to succeed at MPS.

- Homeless students and families receive educational services for which they are eligible, including Head Start and Even Start programs.
- Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens.
- Enrollment/admissions disputes are mediated in accordance with law, the MPS charter, and Board policy.
- Parents/guardians are fully informed of all transportation services, as applicable.
- The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

For any homeless student who enrolls at the School, a copy of the School's complete policy shall be provided at the time of enrollment and at least twice annually.

IV. General Assurances

MPS provides the following general assurances:

- Homeless children and youth shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.
- Homeless children and youth shall be provided services comparable to those received by other students in the school, including transportation services, and education programs for which students meet eligibility criteria, such as services provided under Title 1 or similar state and local programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs.
- Homeless children and youth will have access to district administrative level reservation of funds (set-asides) for serving homeless students.
- MPS shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.
- MPS shall provide and post notices of the educational rights of homeless children and youth.

V. Identification and Reporting

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MPS will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

VI. School Selection

Homeless students have a right to select from the following schools:

- The school he/she attended when permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which the student currently resides (School of Residency)

A homeless child or youth's right to attend their school of origin extends for the duration of homelessness. If a child or youth becomes permanently housed during the academic year, he or she is entitled to stay in the school of origin for the remainder of the academic year.

As all MPS schools are independent charter schools, and therefore schools of choice rather than assigned district schools, placement decisions are based solely on parent request through the application process. In order to provide equal access to its schools, the MPS annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

VII. Enrollment and Records

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MPS enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MPS designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment(as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

In accordance with current MPS enrollment policies and state regulations regarding charter schools, if the grade level for which a homeless child or youth has applied has more applicants than spaces available, a random public lottery will take place once annually in order to determine enrollment for the following school year. An "in-district" priority will apply during the lottery to homeless youth who self-identify as homeless during the lottery application process as to not discriminate against homeless children or youth due to lack of permanent housing. If a homeless child or youth applies for admission after the annual random public lottery, he or she will be placed on the waitlist in the order in which the application was received, even if the application is incomplete at the time of submission.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

VIII. Nutrition Programs

Homeless students automatically qualify for free breakfast and lunch at MPS schools. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

IX. Transportation

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MPS, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at the MPS school of their choice for the duration of their homelessness.

MPS may work with the youth's district of residence or other agencies to provide transportation services.

X. Enrollment Dispute Resolution Process

(per CDE Homeless Education Dispute Resolution Process -<http://www.cde.ca.gov/sp/hs/cy/disputeres.asp>)

If a disagreement arises over school selection or enrollment, the student must be immediately enrolled in the school in which he/she is requesting enrollment, pending resolution of the dispute. Enrollment is defined as "attending classes and participating fully in school activities."

The school must refer the student, parent, or guardian to the LEA's homeless liaison to carry out the dispute resolution process as expeditiously as possible. The homeless liaison must ensure the dispute resolution process is also followed for unaccompanied youth.

A written explanation of the school's decision regarding school selection or enrollment must be provided if a parent, guardian, or unaccompanied youth disputes such a school selection or enrollment decision, including the right to appeal. The written explanation shall be complete, as brief as possible, simply stated, and provided in a language that the parent, guardian, or unaccompanied youth can understand.

If the dispute remains unresolved at the district level or is appealed, then the district homeless liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE's homeless liaison will review these materials and determine the school selection or enrollment decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the LEA and parent of the decision.

If the dispute remains unresolved or is appealed, the COE homeless liaison shall forward all written documentation and related paperwork to the State Homeless Coordinator. Upon the review of the LEA, COE, and parent information, the CDE will notify the parent of the final school selection or enrollment decision within ten (10) working days of receipt of materials.



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	III F
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kelly Hourigan, Chief Operations Officer
RE:	2015-2016 Student Policies

Proposed Board Recommendation

I move that the board approve the 2015-2016 Magnolia Public Schools Parent Involvement Policy and Homeless Education Policy.

Background

Magnolia Public Schools Board had adopted the Parent Involvement Policy and Homeless Education Policy last year but we have since asked legal to review these policies to assure we are in compliance with all legal mandates. No changes were needed since our board last approved both of the policies.

Budget Implications:

There are no budget implications.

Name of Staff Originator:

Kelly Hourigan, Chief Operations Officer

Attachments:

2015-2016 Parent Involvement Policy and 2015-2016 Homeless Education Policy

NCLB COMPLIANT PARENT INVOLVEMENT POLICY

I. Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the **Magnolia Public Schools (MPS)** (the "LEA") has adopted this parent involvement policy in order to promote learning and provide a more positive learning experience for the students of its schools.¹ This policy has also been incorporated into the LEA's plan developed pursuant to NCLB, and submitted to the California Department of Education with the LEA's Consolidated Application.

II. Involvement in Drafting the LEA Plan

Parents of participating children will be involved in the development of the LEA plan required by NCLB. On an annual basis, the LEA will submit the LEA plan to the Parent Council for review and suggested changes before the plan is submitted to the California Department of Education ("CDE") with the Consolidated Application. In addition, all parents of participating children will annually be invited to review the LEA plan and submit comments.

If the LEA plan is not satisfactory to the parents of participating children, the LEA will submit any comments from parents of participating children with the LEA plan when it is submitted to the CDE.

III. Involvement in School Review and Improvement

Parents of participating children will be involved, to the extent applicable, in the process of school review and improvement under NCLB. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents.

In addition, the parents of participating children will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

Identification of a school for improvement: Before the LEA identifies its school for improvement, for corrective action, or for restructuring, it shall provide the parents of all children enrolled in the school with notice of an opportunity to review the school-level data, including academic assessment data, on which the proposed identification is based. If the **Principal** of the school believes, or a majority of the parents of the students enrolled in such school believe, that the proposed identification is in error for statistical or other substantive reasons, the **Principal** may provide supporting evidence to the LEA, which shall consider that evidence before making a determination.

School plan: Parents of participating children will be involved in the development and/or revision of a school plan required of the school identified for improvement, corrective action or restructuring, which plan shall be approved by the LEA in accordance with NCLB.

Notice required after school identification: If the LEA's school is identified for improvement, corrective action or restructuring, the LEA will promptly provide to all parents of children enrolled in the school (in an understandable and uniform format, and to the extent practicable, in a language the parents can understand), a notice containing the following:

¹ Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the LEA's school, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

- An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools served by the LEA and the CDE;
- The reasons for the identification;
- An explanation of what the LEA or the CDE is doing to address the problem of low achievement;
- An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- As applicable, an explanation of the parents' option to transfer their child to another public school under the control of the LEA, return to their district of residence or to obtain supplemental educational services for the child.

Information regarding corrective action taken: The LEA shall publish and disseminate information regarding any corrective action taken at a school to parents of each student enrolled in the school in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Restructuring: Whenever a school fails to make adequate yearly progress after 1 full school year of corrective action or when the LEA is required to implement alternative governance, the LEA shall provide prompt notice to parents and provide parents with an adequate opportunity to comment before taking any action and to participate in developing any plan required by NCLB.

IV. Coordination, Technical Assistance, and Other Support

The LEA will provide the coordination, technical assistance and other support necessary to assist its participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance in the following ways:

- The LEA will distribute 95% of the funds reserved pursuant to NCLB to the school for parent involvement activities;
- The LEA (board and school leaders) will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that the activities occur.
- The LEA will develop the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

V. Annual Meeting

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

VI. Notice

Within **60** days of the beginning of school, the School will send **[e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets]** a notice to **[if in a targeted assistance school]** [parents of participating children] **[or if in a school with a school wide program]** [all parents] containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy, and if applicable, the schoolwide program.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent Involvement Policy and a feedback form for parents to comment on its content.

With this notice, the School will include a survey for parents to complete identifying whether they will require transportation, child care or home visits in order to participate in the parental involvement program of the School. If there is sufficient need for transportation or child care at any of the parental involvement activities identified in this policy, the School may provide such services and notify the parents of such provided services.

In addition to mailing this notice to parents of participating children, the School will post the information on its website.

VII. Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan, the School will involve parents of participating students as follows:

- The School will conduct at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings will be held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights will be contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School will publish a regular Newsletter with notification of upcoming participation opportunities.

- The School will create a School Site Council (SSC) where it will plan, review and improve Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan. The SSC will meet at the School and will consist of:
 - The school principal
 - 1 Teacher representative elected by the faculty
 - 1 Parent representative elected by the Parent Club
 - 1 Student representative elected by the Student Council
 - 1 Community representative appointed by Magnolia Public Schools Central Office (MPSCO)
 - All parents of participating children will be invited to the SSC meeting.

Additionally, the SSC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.

- Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan and recommend any changes.
- **At least one** of parents of participating children will be invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within **48 hours**.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the LEA.

VIII. Building Capacity for Involvement

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the LEA, parents and the community to improve student academic achievement, the LEA will provide the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the Parent/Guardian Club and the SSC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local

academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.

- Regular meetings will be held by the LEA at each school, at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the LEA will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- **Student-Teacher Status Portal:** MPS will use CoolSIS, an online web portal currently being used at all MPS. The use of the school website enables parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.

- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.
- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

C. Education on Parent Involvement

The LEA will annually educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the LEA's schools, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- **Home Visits:** Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school.² Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family. The LEA staff uses an "Activity Module" in its school information system, i.e., CoolSIS, to plan and record home visits.

- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

D. Other Optional Parent Participation

The LEA will involve parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the LEA will arrange school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the LEA.

The LEA will adopt and implement model approaches to improving parental involvement.

The LEA will develop appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

IX. Coordination with Other Programs

If applicable, the LEA shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with programs such as Head Start, Early Reading First, and public preschool and other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

² Source: http://crede.berkeley.edu/products/print/pract_briefs/pb1.shtml

The LEA will coordinate and integrate parent involvement programs and activities with these programs as follows: 1) requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children; 2) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program.

X. Annual Evaluation

The LEA, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under NCLB. The LEA will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The LEA will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

XI. School-Parent Compact

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The Parent Council will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

XII. Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children

The LEA shall implement an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the LEA will do the following:

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.
- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.

- **English Learner Advisory Committee:** The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC). The ELAC will be formed at the LEA when the School has 21 or more students of LEP.

The LEA will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the LEA will do the following:

- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers will meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

XIII. Notices

In accordance with NCLB, the LEA will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card;
- A notice regarding the professional qualifications of the student's classroom teachers;
- The notice regarding language instruction programs;
- Any other notices required by law.

XIV. Miscellaneous

The LEA shall ensure that all information related to LEA and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The LEA will provide other reasonable support for parental involvement activities as requested by parents.

MAGNOLIA PUBLIC SCHOOLS (MPS) HOMELESS EDUCATION POLICY

I. Introduction

Title IA (Section 111(a)(1)) requires that a district (including independent charter schools) receiving Title IA Funds include in its district plan a plan to provide services to homeless students to ensure compliance with the McKinney-Vento Act. The McKinney-Vento Homeless Assistance Act, reauthorized in December 2001, ensures educational rights and protections for children and youth experiencing homelessness.

II. Definitions

Homeless children and youth means children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:

- Living in a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as cars, parks, public spaces, abandoned buildings or substandard housing (for example, condemned buildings or garages), bus or train stations, or other similar settings
- Living in motels, hotels, trailer parks (does not include trailers or mobile homes in a mobile home park), or camping grounds due to a lack of alternative adequate accommodations.
- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Living in emergency or transitional shelters
- Abandoned in hospitals or awaiting foster care placement
- Migratory children who qualify as homeless because they are living in circumstances described above

Unaccompanied youth includes a youth not in the physical custody of a parent or guardian. A child or unaccompanied youth shall be considered homeless for as long as he/she is in a living situation described above.

III. Homeless Liaison

The **Principal** will serve as the Homeless Liaison at each Magnolia Public Schools (MPS) school site.

The Homeless Liaison is required to:

- Ensure that homeless children and youth are identified by school personnel and through coordination with other entities and agencies.
- Ensure that homeless students enroll in, and have full and equal opportunity to succeed in the schools of the Local Education Agency (LEA).
- Ensure that homeless families, children, and youth receive educational services for which they are eligible, including Head Start, Even Start, and pre-school programs administered by the LEA, and referrals to health, mental health, dental, and other appropriate services.
- Ensure that parents and guardians are informed of educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

- Ensure that public notice of the educational rights of homeless students is disseminated where children and youth receive services under the Act (such as school, family shelters, and soup kitchens).
- Ensure that enrollment disputes are mediated in accordance with the dispute resolution provisions.
- Ensure that the parent/guardian of a homeless child or youth, or any unaccompanied youth, is fully informed of all transportation services and is assisted in accessing transportation services, if available and feasible.
- Assist unaccompanied youth in placement/enrollment decisions.
- Ensure that unaccompanied youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
- Assist homeless children and youth who do not have immunizations, or immunization or medical records, to obtain necessary immunizations, or immunization or medical records.
- Collaborate and coordinate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youth.

IV. General Assurances

MPS provides the following general assurances:

- Homeless children and youth shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.
- Homeless children and youth shall be provided services comparable to those received by other students in the school, including transportation services, and education programs for which students meet eligibility criteria, such as services provided under Title 1 or similar state and local programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs.
- Homeless children and youth will have access to district administrative level reservation of funds (set-asides) for serving homeless students.
- MPS shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.
- MPS shall provide and post notices of the educational rights of homeless children and youth.

V. Identification and Reporting

Homeless children and youth will be identified through:

1. The application process for enrollment (self-identification)
2. School personnel recommendations
3. Coordinated activities with other entities and agencies

MPS will comply with all federal, state, county, and other data collections and reporting requirements regarding homeless children and youth.

VI. School Selection

Homeless students have a right to select from the following schools:

- The school he/she attended when permanently housed (School of Origin)
- The school in which he/she was last enrolled (School of Origin)
- The school in the attendance area in which the student currently resides (School of Residency)

A homeless child or youth's right to attend their school of origin extends for the duration of homelessness. If a child or youth becomes permanently housed during the academic year, he or she is entitled to stay in the school of origin for the remainder of the academic year.

As all MPS schools are independent charter schools, and therefore schools of choice rather than assigned district schools, placement decisions are based solely on parent request through the application process. In order to provide equal access to its schools, the MPS annual student recruitment plan shall include efforts to reach homeless families, children, and youth via free public events, community centers, and local homeless service providers. Homeless students may also be identified at the time of enrollment (through self-reports).

VII. Enrollment and Records

Homeless youth will not be discriminated against in the application process. Homeless children and youth will be allowed to apply for enrollment in accordance with current MPS enrollment policies even if the parent/guardian is unable to provide the school with the records normally required for enrollment such as previous academic records, birth certificate, medical records, proof of residency, or other documentation. The MPS designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the designee shall refer the parent/guardian to the homeless liaison. The liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student.

In the case of an unaccompanied youth, the homeless liaison shall assist in the enrollment process. Unaccompanied youth shall be immediately enrolled if space is available even if unable to provide the school with the records normally required for enrollment(as above), and despite lack of parent or legal guardian's supervision or permissions, or "power of attorney" by supervising adult.

In accordance with current MPS enrollment policies and state regulations regarding charter schools, if the grade level for which a homeless child or youth has applied has more applicants than spaces available, a random public lottery will take place once annually in order to determine enrollment for the following school year. An "in-district" priority will apply during the lottery to homeless youth who self-identify as homeless during the lottery application process as to not discriminate against homeless children or youth due to lack of permanent housing. If a homeless child or youth applies for admission after the annual random public lottery, he or she will be placed on the waitlist in the order in which the application was received, even if the application is incomplete at the time of submission.

Any confidential record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, of each homeless child or youth will be maintained so that the records are available, in a timely fashion, when a child or youth enters a new school or school district.

VIII. Nutrition Programs

Homeless students automatically qualify for free breakfast and lunch at MPS schools. Families do not have to fill out an application or provide proof of income. Homeless students will be added to the free meals program as soon as they have been identified.

IX. Transportation

Per the McKinney-Vento Act, LEAs must provide services to homeless children/youth that are comparable to those received by other students in the school selected, including transportation. In addition, schools must provide transportation for homeless students to and from their school of origin, if feasible.

MPS, where feasible, applicable, at the request of the parent/guardian and/or in the best interest of the homeless children and youth shall provide transportation to students experiencing homelessness to ensure the students are able to stay at the MPS school of their choice for the duration of their homelessness.

MPS may work with the youth's district of residence or other agencies to provide transportation services.

X. Enrollment Dispute Resolution Process

(per CDE Homeless Education Dispute Resolution Process -<http://www.cde.ca.gov/sp/hs/cy/disputeres.asp>)

If a disagreement arises over school selection or enrollment, the student must be immediately enrolled in the school in which he/she is requesting enrollment, pending resolution of the dispute. Enrollment is defined as "attending classes and participating fully in school activities."

The school must refer the student, parent, or guardian to the LEA's homeless liaison to carry out the dispute resolution process as expeditiously as possible. The homeless liaison must ensure the dispute resolution process is also followed for unaccompanied youth.

A written explanation of the school's decision regarding school selection or enrollment must be provided if a parent, guardian, or unaccompanied youth disputes such a school selection or enrollment decision, including the right to appeal. The written explanation shall be complete, as brief as possible, simply stated, and provided in a language that the parent, guardian, or unaccompanied youth can understand.

If the dispute remains unresolved at the district level or is appealed, then the district homeless liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE). The COE's homeless liaison will review these materials and determine the school selection or enrollment decision within five (5) working days of receipt of the materials. The COE homeless liaison will notify the LEA and parent of the decision.

If the dispute remains unresolved or is appealed, the COE homeless liaison shall forward all written documentation and related paperwork to the State Homeless Coordinator. Upon the review of the LEA, COE, and parent information, the CDE will notify the parent of the final school selection or enrollment decision within ten (10) working days of receipt of materials.

PARENT INVOLVEMENT POLICY

I. Introduction

Research has shown that the attitudes, behavior and achievement of children are enhanced when parents or other caregivers are involved in their children's education. To that end, the **Magnolia Public Schools (MPS)** (the "LEA") has adopted this parent involvement policy in order to promote learning and provide a more positive learning experience for the students of its schools.¹ This policy has also been submitted to the California Department of Education with the LEA's Consolidated Application.

II. Involvement in Drafting School Plans

Parents will be involved in the development of the LEA/SSD plan, Single Plan for Student Achievement (SPSA), and the LEA's Local Control and Accountability Plan (LCAP). On an annual basis, the LEA will submit California Department of Education ("CDE") -required plans to the Parent Council for review and suggested changes before appropriate plans are submitted to the authorizers and the CDE with the Consolidated Application. In addition, all parents of participating children will annually be invited to review these plans and submit comments.

If the LEA/SSD plan is not satisfactory to the parents of participating children, the LEA will submit any comments from parents of participating children with the LEA/SSD plan when it is submitted to the CDE.

III. Involvement in School Review and Improvement

All parents will be involved, to the extent possible, in the process of school review and improvement. This includes disseminating the results of the local annual review of each school served under Title I, Part A to parents.

In addition, the parents of participating children will be invited to annually review the effectiveness of the parental involvement policy and other Title I, Part A activities and provide comments to the LEA.

Identification of a school for improvement: Before the LEA identifies its school for improvement, for corrective action, or for restructuring, it shall provide the parents of all children enrolled in the school with notice of an opportunity to review the school-level data, including academic assessment data, on which the proposed identification is based. If the **Principal** of the school believes, or a majority of the parents of the students enrolled in such school believe, that the proposed identification is in error for statistical or other substantive reasons, the **Principal** may provide supporting evidence to the LEA, which shall consider that evidence before making a determination.

School plan: Parents of participating children will be involved in the development and/or revision of a school plan required of the school identified for improvement, corrective action or restructuring, which plan shall be approved by the LEA in accordance with the Every Student Succeeds Act (ESSA).

Notice required after school identification: If the LEA's school is identified for improvement, corrective action or restructuring, the LEA will promptly provide to all parents of children enrolled in the school (in an understandable and uniform format, and to the extent practicable, in a language the parents can understand), a notice containing the following:

¹ Within this policy, the word "parent" is employed. This word is intended to reach any caregiver of students enrolled in the LEA's school, including but not limited to, parents, guardians, grandparents, aunts, uncles, foster parents, stepparents, etc.

- An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools served by the LEA and the CDE;
- The reasons for the identification;
- An explanation of what the LEA or the CDE is doing to address the problem of low achievement;
- An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and
- As applicable, an explanation of the parents' option to transfer their child to another public school under the control of the LEA, return to their district of residence or to obtain supplemental educational services for the child.

Information regarding corrective action taken: The LEA shall publish and disseminate information regarding any corrective action taken at a school to parents of each student enrolled in the school in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Restructuring: Whenever a school fails to make adequate yearly progress after 1 full school year of corrective action or when the LEA is required to implement alternative governance, the LEA shall provide prompt notice to parents and provide parents with an adequate opportunity to comment before taking any action and to participate in developing any plan required by ESSA.

IV. Coordination, Technical Assistance, and Other Support

The LEA will provide the coordination, technical assistance and other support necessary to assist its participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance in the following ways:

- The LEA will reserve funds to the school for parent involvement activities as required by law;
- The LEA (board and school leaders) will collaborate to devise a timeline for parental involvement activities throughout the school year and create a follow up tool to ensure that the activities occur.
- The LEA will develop the necessary technical assistance for planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

V. Annual Meeting

Within 60 days of the first day of school, the School shall convene an annual meeting to which all parents of children participating in Title I, Part A programs are invited and encouraged to attend. The School will hold additional meetings to ensure the maximum parental participation, providing the same information, to be offered at flexible times, such as in the morning or evening.

The information provided at the meetings will inform parents of the School's receipt of Title I, Part A funds and the specific requirements of Title I, Part A. Additionally, parents shall be informed of their rights to be involved in Title I, Part A programs.

VI. Notice

Within **60** days of the beginning of school, the School will send **[e.g., via mail, sent home with students, and/or placed in orientation packets and/or registration packets]** a notice to **[if in a targeted assistance school]** [parents of participating children] **[or if in a school with a school wide program]** [all parents] containing, but not limited to, the following information:

- Information about Title I, Part A programs;
- An explanation of the requirements of Title I, Part A programs;
- A description of the rights parents have for participation in Title I, Part A programs;
- A description (including timing of meetings, location, etc.) of how parents can participate in the planning, review and/or improvement of the parent involvement policy, and if applicable, the schoolwide program.
- A description and explanation of the curriculum in use at the School, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet;
- An invitation to attend the annual meeting and additional meetings, providing information about the purpose of the meetings and the dates and times.
- A copy of the most current Parent Involvement Policy and a feedback form for parents to comment on its content.

With this notice, the School will include a survey for parents to complete identifying whether they will require transportation, child care or home visits in order to participate in the parental involvement program of the School. If there is sufficient need for transportation or child care at any of the parental involvement activities identified in this policy, the School may provide such services and notify the parents of such provided services.

In addition to mailing this notice to parents of participating children, the School will post the information on its website.

VII. Title I, Part A Program Involvement

In order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan, the School will involve parents of participating students as follows:

- The School will conduct at least one Family Learning Night each year where all parents of participating children will be invited to the School to learn about the different Title I, Part A programs, details of this policy, and if applicable, the schoolwide program plan. These meetings will be held at flexible times. Additionally, some may be located at community libraries or at parent volunteer homes for those who live far from the School.
- Parents not attending the Family Learning Nights will be contacted by a volunteer by telephone to encourage participation and inform them of future Family Learning Nights.
- The School will publish a regular Newsletter with notification of upcoming participation opportunities.

- The School will create a School Site Council (SSC) where it will plan, review and improve Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan. The SSC will meet at the School and will consist of:

Category (a):

- The principal
- 4 teacher representatives selected by teachers at the school
- 1 other school personnel selected by peers at the school

Category (b):

- 3 parents of students attending the school selected by such parents
- 2 students selected by students attending the school
- 1 community member selected by parents of students attending the school

The SSC shall be constituted to ensure parity between the principal, classroom teachers and other school personnel; (b) equal numbers of parents or other community members selected by parents, and pupils. Classroom teachers shall comprise the majority of persons represented under category (a). (Education Code Section 52852)

Furthermore, Education Code Section 52852 states that parents or community members on the SSC may not be employed by the school district.

Additionally, the SSC will be involved in decisions regarding how funds reserved for parent involvement activities are allotted for those activities.

- Each year, the School will hold an End of School Night, at which parents of participating children will be invited to review Title I, Part A programs, the parent involvement policy, and if applicable, the schoolwide program plan and recommend any changes.
- **At least one** of parents of participating children will be invited to accompany School staff on retreats to participate in discussions and sessions dealing with Title I, Part A programs.
- If requested by parents of participating children, the School will schedule regular meetings where parents are able to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The School will respond to such suggestions within **48 hours**.
- If the schoolwide program plan is not satisfactory to parents of participating children, the School will submit any parent comments on the plan when it submits the plan to the LEA.

VIII. Building Capacity for Involvement

A. Standards, Assessments, Title I Requirements, Monitoring Progress and Improving Student Achievement

In order to ensure effective parental involvement and support a partnership among the LEA, parents and the community to improve student academic achievement, the LEA will provide the following programs to assist parents in understanding State academic content standards and State student academic achievement standards, State and

local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children (collectively referred to "Standards and Requirements"):

- The LEA will encourage parents to serve on its board of directors;
- The LEA will seek input from the Parent/Guardian Club and the SSC on ways to assist parents to understand the Standards and Requirements.
- The LEA will encourage parents to serve on its board committees.
- The LEA will regularly publish in its Newsletter, and/or on its website, descriptions and explanations of State academic content standards and State student academic achievement standards, State and local academic assessments, Title I requirements, and how to monitor their child's progress and work with educators to improve the academic achievement of their children.
- Regular meetings will be held by the LEA at each school, at community libraries and/or parent volunteer homes to discuss how parents can work with educators to improve their child's academic achievement.
- The LEA will hold Back to School nights to introduce parents to the School's curriculum and its correlation to the State's academic content standards and academic achievement standards.
- Parents will be invited to attend regular classes to learn about State and local academic assessments and to take sample tests.

B. Helping Parents to Work with their Children

In an effort to foster parental involvement, the LEA will provide materials and training to help parents to work with their children to improve their children's achievement through the following programs:

- **Student-Teacher Status Portal:** MPS uses an online web portal to enable parents, students, and teachers to communicate more efficiently. Teachers have a webpage for every class in which they post course material, homework assignments, projects, course grade statistics and records of students' grades on quizzes, tests, class participation and homework assignments. Students and parents use confidential passwords to log on.

Families without home computers will be encouraged to come to the school and use one of the available computer stations. Classes are held at the school on how to use the portal as well as how to access it via free Internet access at public libraries if that is more convenient than coming to the school.
- The LEA will provide parents with access to literacy programs that bond families around reading and using the public library.
- The LEA will provide annual seminars on parenting skills and parent-child communication.
- The school's psychologist will work with parents to better understand their children and the issues facing them.
- The LEA will train parents how to tutor their children in the school.
- Individualized student and parent advisory sessions: Each of LEA teachers and mentors will be assigned to a small group of students. They will arrange two to four meetings at school during the school year to discuss their students' academic achievements.

- One-on-one meetings with the parents of academically low-achieving students to support the parent in providing the student the study environment he/she needs.

C. Education on Parent Involvement

The LEA will annually educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the School. The training shall take place each year in staff orientations, annual staff development materials and other in-service trainings held throughout the school year.

In order to better understand what works best for the current parents of participating children attending the LEA's schools, the education will take place after the following research is done (which shall be accomplished within the first 90 days of the commencement of the School year):

- **Home Visits:** Research has shown that one of the keys to successful teaching and schooling is creating personal connections with students inside and outside of school.² Knowing the students' outside interests, families, and home routines, and then using this information to connect in meaningful, individualized ways can have huge rewards in helping to create happier, healthier, and smarter kids. Recognizing these facts, the LEA will use home visits as one of the important features of its education program to not only improve student and school performance, but also to identify and intervene early with low-achieving students.

The LEA teachers will visit students at their homes to enhance student learning and involvement. Family visits offer invaluable insights about students. They can provide new understanding about students' learning styles. Visits might also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. Through family visits, teachers can identify students' latest interests or concerns, such as a new hobby, an upcoming trip, or a change in the family.

- A phone tree will be established where volunteers call all parents of participating students to solicit feedback and ideas for building ties between parents and the LEA, how to best communicate with parents and how to work with parents as equal partners.
- A survey will be sent home to parents of participating students that solicits information on what skills each parent has to offer the LEA and what types of parental involvement programs in which parents would most likely participate.

D. Other Optional Parent Participation

The LEA will involve parents in the development of the training regarding the importance of parent involvement for teachers, principals and other educators to improve the effectiveness of such training.

In order to maximize parental involvement and participation, the LEA will arrange school meetings at various times or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at the LEA.

The LEA will adopt and implement model approaches to improving parental involvement.

² Source: http://crede.berkeley.edu/products/print/pract_briefs/pb1.shtml

The LEA will develop appropriate roles for community-based organizations and businesses in parent involvement activities, such as sponsoring events, providing volunteers for school activities, and creating internships for students.

IX. Coordination with Other Programs

If applicable, the LEA shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with programs such as Head Start, Early Reading First, and public preschool and other programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The LEA will coordinate and integrate parent involvement programs and activities with these programs as follows: 1) requiring that the school conduct meetings involving parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood development programs such as the Early Reading First program, to discuss the developmental and other needs of individual children; 2) developing and implementing a systematic procedure for receiving records regarding such children, transferred with parental consent from a Head Start program or, where applicable, another early childhood development program such as the Early Reading First program.

X. Annual Evaluation

The LEA, with the involvement of parents, shall conduct an annual evaluation of the content and effectiveness of this family involvement policy in improving the academic quality of the schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities under ESSA. The LEA will pay particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The LEA will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, this family involvement policy.

XI. School-Parent Compact

At the beginning of each school year, the School will enter in to School-Parent Compacts with parents of participating children. The School-Parent Compact will outline how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the School and parents will build and develop a partnership to help children achieve the State's high standards.

The Parent Council will annually evaluate the effectiveness of the School-Parent Compact and provide feedback and suggestions for revision.

XII. Involvement of Parents of Limited English Proficient Students, Disabled Parents and Parents of Migratory Children

The LEA shall implement an effective means of outreach to parents of limited English proficient students to inform them regarding how they can be involved in the education of their children, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects and meet challenging State academic achievement standards and State academic content standards expected of all student. To accomplish this goal, the LEA will do the following:

- The LEA will hold regular meetings, and send notice of these meetings, for the purpose of formulating and responding to recommendations from parents of participating children.

- The LEA will provide language translators at parent meetings to the extent practicable.
- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- The LEA will provide parents of limited English proficiency with access to English as a Second Language (ESL) classes to increase their English language proficiency to assist their children with homework. The school's principal will visit the classes to interact with the parents.
- **English Learner Advisory Committee:** The English Learner Advisory Committee (ELAC) is mainly a committee of parents or other community members who want to advocate for English Learners. The committee provides parents of English Learners opportunities to learn more about the programs offered to their students and advises the principal and the School Site Council (SSC) on programs and services for English Learners.

State law mandates each school site with 21 or more students of Limited English Proficiency (LEP) in attendance, regardless of language, to form a functioning English Learner Advisory Committee (ELAC). The ELAC will be formed at the LEA when the School has 21 or more students of LEP.

The LEA will provide full opportunities for participation of parents with disabilities and parents of migratory children. To accomplish this goal, the LEA will do the following:

- The LEA will schedule meetings to enable families to share information about culture, background, children's talents and particular needs for the schools.
- Teachers will be encouraged to make home visits to discuss student progress with the parents. Parents, students, and teachers meet throughout the year to monitor students' progress.
- Teachers will meet one-on-one with parents of such students on an as needed basis to ensure the proper supports are in place for the student.

XIII. Notices

In accordance with NCLB, the LEA will provide the following notices to parents of children attending Title I, Part A schools:

- Annual report card;
- A notice regarding the professional qualifications of the student's classroom teachers;
- The notice regarding language instruction programs;
- Any other notices required by law.

XIV. Miscellaneous

The LEA shall ensure that all information related to LEA and parent programs, meetings and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The LEA will provide other reasonable support for parental involvement activities as requested by parents.



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	V A
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Interim Chief Academic Officer
RE:	Academic Department Year End Report

Proposed Board Recommendation

Written Item, Information Only

Background

Review: Individual Accomplishments and Reflections of the Academic Team, Deliverables, Action Plans for 2016-2017 Timeline

Budget Implications

There are no budget implications.

Name of Staff Originator:

Kenya Jackson, Interim Chief Academic Officer

Academic Team Deliverables

Academic Team VISION



MPS Academic Team strives to empower teachers and leaders to inspire students to discover the pathways to transform our communities through innovative, equitable and lifelong learning.

Job Titles/ Scope of Job

Interim Chief Academic Officer: Kenya Jackson
Academic Assistant/ Document Control Coordinator: Jenny Obuchi
Regional Director & Science and Blended Learning Advisor: Erdinc Acar
Regional Director: Suat Acar
Director of Accountability: David Yilmaz
Data Manager & SIS Coordinator: Ismail Ozkay
Consortium EL Coordinator: Nicole Vasquez
Director of Special Programs: Victoria Marzouk

Duties/ Action Items

Chief Academic Officer:

The Chief Academic Officer is responsible for both sustaining and improving the culture of high academic excellence in all Magnolia Public Schools. The CAO provides leadership, vision, and strategic direction for MPS's Curriculum, instruction and assessment and school improvement initiatives overseeing professional development for all school leaders and supervising academic management of the schools.

- Provides scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment, and improvement across all schools.
- Develop and lead principals and school teams in their roles as instructional leader and site managers.
- Monitor, provide feedback to evaluate school leaders providing clarity of roles, functions, goals, and accountability.
- Determine and implement the MPS's academic priorities. Review assessment tools on a regular and on-going basis and analyze performance for effectiveness in improving student achievement.
- Assist the CEO in the development of a strategic plan and scalability of the existing instructional model that will ensure excellence and high standards as MPS expands to serve more students.
- Support leadership at schools to ensure high quality implementation of the educational design, including standards, assessments, instructional guidelines, and the school culture.
- Assist school leaders in monitoring and evaluating effectiveness of programs as well as identifying appropriate program resources to ensure that curricula are student-focused and aligned with MPS's missions, core values, academic standards, and strategic goals.
- Assure that curricula is aligned to national and state standards and help create curricula that allows for efficient and effective lesson planning.
- Regularly observe and evaluate student work through classroom walkthroughs and observations.

Academic Team Deliverables

Academic Assistant/ Document Control Coordinator

The Academic Assistant/Document Control Coordinator primarily assists the Chief Academic Officer to offer administrative and secretarial support.

- Effectively and efficiently execute a multitude of administrative duties that are included but not limited to: maintain and archive hard/soft copies of files, create and update weekly academic newsletter, provide additional assistance to members of the academic team and other departments, coordinate domestic travel arrangements for the Chief of Academics, Director of Human Resources, and other Directors/Coordinators on the academic team.
- Coordination of Meetings: Monthly and additional school events that are included but not limited to: summer in-service, Professional Development events, Leadership workshop and Teacher Symposiums (Fall and Spring). Research and reserve venue (if needed/requested), set-up and breakdown room, arrange catering with an estimated budget and food allergies/ restrictions in mind, supply in advance materials needed, contact and follow-up with vendors/ presenters
- Perform essential secretarial tasks such as purchase orders for the Academic Team, telephone and front desk reception (if needed), update and maintain personal calendar, coordinate and confirm appointments/ meetings, word processing, create and / or draft templates/forms/dashboards and sign-in sheets, draft/email agendas, document formatting, data entry, written reports and templates from dictation/meetings, notes from site & mock visits, minutes from weekly & monthly meetings, and document handling (copy, collate, fax, shred)

Regional Director(South)/ Science and blended learning deliverables:

- Assist schools with the implementation of integrated STEM curriculum, aligned with state, national (NGSS and CCSS), international and industry standards.
- Increase the number and enhance the quality of STEM after school programs, post-secondary connections and community/industry engagement.
- Increase leadership team capacity in implementing blended learning programs.
- Provide support to teachers to increase their level of use in blended learning programs.

Regional Director(North):

Academic Team Deliverables

Director of Accountability:

The Director of Accountability provides direction and support to stakeholders with data, accountability, petitions, policies and academic compliance, and other resources to improve student learning. Furthermore, the Director of Accountability provides services to support the home office vision, mission, and goals outlined and framed by internal and external constituents and agencies so that student needs may be addressed. Specifically, the Director of Accountability will provide the following services to the schools:

- Establish, update, and monitor accountability solutions and databases at elementary, middle and high school levels
- Train deans and principals on accountability metrics, including Title I, Title III, AYP/PI
- Assist schools with their understanding of student achievement goals consistent with MPS expectations and available baseline and historical testing data
- Support the schools with their required academic plans, including LCAP, SSD, SPSA, and WASC
- Review, monitor, and report on schools' progress on goals and annual measurable outcomes outlined in the schools' plans
- Establish benchmarks for improvement at system and school levels as it relates to accountability
- Assist school leaders in meeting compliance deadlines regarding programmatic compliance
- Support the schools with the development and implementation of academic policies, including the student/parent handbook, evaluations, graduation, course offerings, surveys, calendar, instructional minutes, etc.
- Support the writing, revision and editing of petitions in conjunction with home office staff and school leaders
- Manage all WASC accreditation procedures
- Support the schools with authorizer site visits
- Serve as a resource for school improvement and strategic planning
- Develop and monitor school site support plan in coordination with the CAO

Data Manager/ SIS Coordinator:

- All Magnolia schools will comply with Federal and State required assessments in a timely manner.
- Academic data for all Magnolia schools and Magnolia Home Office will be accurately collected, stored, and maintained. Periodically, academic reports will be produced and presented to C level positions, Home Office staff, and school site administrators.
- Magnolia's SIS (CoolSIS) will be overseen on an ongoing base. All issues will be addressed and resolved in a timely manner. School site staff (admin and office staff) will be trained on how accurately to enter and maintain student data.

Academic Team Deliverables

Consortium EL Coordinator:

The Consortium EL Coordinator will support improvement and implementation of the CMO's EL Master Plan and program, as well as ensure that all EL services are being delivered to the member schools. Specifically, the EL Coordinator will provide the following services to consortium member schools:

- Maintain, evaluate, and improve the EL Master Plan and program
- Lead the EL Coordinators at school sites, including facilitating team meetings and coordinating the EL program strategic planning process
- Oversee adoption and implementation of EL curriculum, including a newcomer program
- Oversee CMO's Title III improvement plan
- Support ELD/ELA teachers and provide appropriate professional development
- Conduct lesson demonstrations and facilitate classroom observations/walk-throughs by site coordinators to improve instruction for English learners
- Provide peer coaching to teachers
- Attend EL-related professional development and share resources with teachers

Director of Special Programs:

Supports school leaders and teachers in all facets of the special education, GATE, and college pathway programs, including compliance, services, personnel and budget.

- Establish and communicate a division-wide philosophy of least restrictive environment including co-teaching for serving special needs students.
- Direct special education services for all students with disabilities and ensure that students have access to the core curriculum.
- Collaborate with school-based administrators and central office administrators regarding the discipline of students with disabilities.
- Interview and hire staff members for the special education department; supervise and evaluate all daily activities of staff members relative to assigned tasks; re assign operational responsibilities of staff members as necessary to provide opportunities for cross-training and growth.
- Facilitate and/or participate in all matters of dispute resolution with the authorizers pertaining to students with disabilities; manage mediation and due process procedures.
- Provide accurate and timely data to the authorizers for evaluating outcomes for students with disabilities.
- Monitor all aspects of the annual budgets for special education.
- Oversee and direct the allocation of special education staff to schools in accordance with state and local standards and student needs.
- Review federal and state legislation/regulations related to special education; identify and share the impact of changes on the school division.
- Monitor compliance with School Board Policies and Regulations and work with the School Board attorneys to develop required policy changes.
- Maintain open lines of communication regarding special education with all interested parties; respond to concerns of parents, teachers, building and central office administrators, and community members.
- Monitor testing in collaboration with the Academic team as applicable to students with disabilities.

Academic Team Deliverables

- Maintain accurate database and files of former and current students served in special education.
- Prepare reports and information for the school board including the Special Education Annual Plan and the application for federal funds.
- Conduct ongoing needs assessments, collect and analyze data, use pertinent data to refine and improve operational functions and services; evaluate special education program initiatives.
- Facilitate research regarding trends and best practices to support appropriate recommendations for student success through rigorous, innovative, and technological programming.
- Advise on the design, furnishings, and equipment for special education classrooms and facilities.
- Plan, implement and facilitate professional development/in-services for school staff assigned the responsibility of delivering and overseeing the special education services/process in their buildings.
- Engage all new staff members in effective induction procedures and facilitate continued professional development through ongoing training opportunities.
- Maintain ongoing communication with SELPA's.
- Attend SELPA meetings and serve on committees.
- Complete all required SELPA and authorizer documentation.
- Assure all timelines are met in accordance with IDEA.
- Maintain/collect data on special education statistics
- Plan and implement professional development for sped staff; involve staff in continuous improvement through self-evaluation and goal setting.
- Serve as the home office liaison in all matters concerning special education.
- Create and maintain policy for gifted and talented program.
- ·Oversee and implement gifted and talented programs at school sites
- Assure compliance with authorizers and laws for gifted and talented program
- Maintain/collect data on gifted and talented program
- Oversee college counselors
- Assure students are supported through college exploration, application and acceptance phases
- Assure parents are supported and educated during all college preparation phases.
- Maintain/collect data on student college statistics



Academic Accomplishments and Reflection

Name: Kenya Jackson	Title: Interim Chief Academic Officer
Accomplishments for the 2015-2016 School Year	
• Evaluated and supported instructional practices across 11 schools • Conducted school site Professional Development on rigor, teacher effectiveness and analyzing data • Implemented Teacher Symposiums which included the key note speakers and teacher led sessions • Facilitated Deans of Academics and Principals meetings • Supported and coached principals with LAUSD visits: creating a generic data analysis powerpoint that all 8 schools used to present to Charter Schools Division Office • Interim principal for MS SA- ensured that all state testing was properly completed and mailed, ensured all teachers received contracts, worked with all staff to support the graduation and wrap up process for the 2015 school year • Supported MSA 3 for five weeks: implemented Chess and Etiquette program and Myon reading program • Core member of the Super School team- supported the academic model, vision, action plan and participated in task related to the process • Implemented Interim SBAC formative test as part of the MPS testing cycle; created an academic book summarizing state and internal data for 11 schools • Hosted and designed webinars • Created and implemented a “nearly met” strategy for 11 schools to increase SBAC scores • Transitioned to Interim CAO- generate successfully outcomes as a result- all team members developed specific action plans for the 2016-2017 SY that are aligned to their job duties • Managed the McGraw curriculum implementation and support across participating schools	
Reflection	
This is my first year with Magnolia. I’ve really enjoyed learning, listening and supporting the MPS way. I believe building capacity at the school sites, coaching principals to become instructional leaders, evaluating our progress toward goals and learning from other excellent STEAM driven schools will take this organization from good to great!	

Academic Accomplishments and Reflection

Name: David Yilmaz

Title: Director of Accountability (Deputy CAO)

Accomplishments for the 2015-2016 School year

- Wrote, coordinated, and submitted 10 brand new charter petitions to different authorizers!!!
- Amended 10 of the existing 11 charter petitions
- Created detailed accountability matrices and systems for the CMO to ensure all schools complied with state and federal laws and their charters
- Developed LCAP, SPSA, and LEA/SSD plan templates with goals, actions/services, and growth targets for the CMO, and trained principals/deans on local development of these plans throughout the school year
- Supported the schools with authorizer site visits and document preparation (LAUSD, SDUSD, SCCOE, CDE)
- Supported principals, deans of academics, and college counselors with their needs and questions regarding the implementation of academic programs at 11 school sites
- Guided schools in their WASC accreditation process; trained self-study coordinators and supported schools with their WASC prep; signed-up school leaders to serve on WASC visiting committees
- Created school calendars and oversaw instructional minute compliance
- Trained deans and principals on academic and accountability matters during monthly principals/deans meetings
- Made PCSGP grant application; MSA-Santa Ana received its PCSGP grant
- Created an assessment cycle calendar for interim assessments, including NWEA-MAP and SBAC interim assessments
- Led the schools in setting up master schedules, intervention programs, ELD classes, and after-school programs
- Created LCAP-aligned parent, student, and teacher surveys for the CMO
- Created an English Learners Master Plan and Title III improvement plan for the CMO and trained our new EL Coordinator, Nicole Vasquez
- Trained school leaders in Title-I accountability, AYP/PI, NCLB, and developed a FPM tool
- Updated our online course catalog for the CMO with course descriptions and CALPADS/NCLB codes
- Supervised six college counselors in a-g course submissions and credit conversions
- Served on curriculum selection committees to adopt common-core aligned instructional materials for the CMO; served as one of the liaisons between the schools and McGraw Hill to ensure schools understand their curriculum choices and get them
- Created or contributed to 20+ policies for the CMO, including but not limited to, tuition reimbursement policy, employee pay-raise and performance pay, UCP, public records request, academic policies (grading, promotion, graduation, math placement, home visit policy, homeless education policy, school-parent-student compact, student technology use, etc..) suspension/expulsion and bullying policies, lottery procedures, handbooks, and other policies as needed.

Academic Accomplishments and Reflection

David Yilmaz's Reflection:

It has been a very productive school year for me in terms of my deliverables to our CMO. All our schools are now WASC-accredited and they all have created their required accountability plans. Following are some of the challenges I have had:

- Writing, coordination, submission, and follow-up of high quality charter petitions is a job in itself. The time commitment for writing charter petitions was leaving me with little time to focus on my main duties. I am so glad that the CMO now has a petition writer, whom I still support, but I got my time back.
- Writing an EL Master plan and Title III improvement plan, and following up on Title III is a very specific job that needs to be handled by an EL specialist. I spent months in developing these plans and I am not an EL specialist. I am so glad that we have hired an EL coordinator who can handle such plans and support our schools in terms of EL services.
- We had many new or second-year deans and principals. It has been a challenge to train all these new administrators in academic and accountability matters, especially in the current dynamic education climate in CA. I receive tons of emails and phone calls every day, especially from relatively new deans and principals. I believe I have been supportive by answering their questions and/or showing them the resources. I made it a special goal this year to train not only the principals but also the deans on accountability. Having monthly deans meetings has definitely helped.

Next year, I will continue to train, educate, and support our schools' leadership in terms of academic accountability. I will continue to provide the services and deliverables in my area. Some "new" projects I plan to undertake include:

- Creating a visual accountability tool to monitor progress on LCAP goals
- Creating needed academic policies and procedures such as independent study, etc.
- Creating a new teacher and administrator evaluation system
- Leading/contributing to principal's book club
- Mentoring a dean and a principal for their admin credentialing program

(D.Y)

Academic Accomplishments and Reflection

Name: Erdinc Acar	Title: Science and Blended Learning Advisor / Regional Director
Accomplishments for the 2015-2016 School year	
• Organized 2nd MPS-wide STEAM EXPO with attendance of over 500 students and many parents and visitors • Oversaw NGSS awareness campaigns. Provided leadership teams and teachers with guidance and support. • Provided close mentorship and support to MSA-SA principal • Worked with school leaders to register 50 teachers and admin to Blended Learning course with ALVO • Provided support and guidance to school leadership teams in implementation of blended learning programs • Contributed in the design and development of the XQ Super school grant application. • Helped school teams with the implementation of FuelED programs • Conducted classroom observations and provided feedback to teachers and admin teams on STEM programs and Blended Learning practices • Provided workshops for Robotics coaches • Helped academic team in successful running of first ever MPS Practitioners Symposiums • Provided program updates in Deans and Principals meetings. • Contributed in charter application for the Nevada Achievement District • Contributed in charter petitions for Freemont, Anaheim, Oceanside and 20th Street elementary • Represented the organization in Oceanside and Anaheim public hearings • Contributed in developing of the new MPS Academic Model • Visited schools, met with leadership teams • Helped MSA-SA and MSA-SD getting successful oversight visits from their authorizers • Assisted the IT department with technology plans and implementation • Created and maintained email distribution groups for teacher collaboration • Disseminated best practices, information and pertinent PD opportunities for teams • Attended professional development on blended learning and STEM Education • Provided support and guidance for School STEM Fairs and EXPOs • Supervised Science Olympiads events	



Academic Accomplishments and Reflection

Erdinc Acar's Reflection:

Starting the year with full time team member of the academic year and then transitioning to regional director position was a challenge for me. I was able to keep a balanced approach to all of my duties. I believe I was a good member of the academic team all along. Below is how the road ahead looks like.

- As the State of California is about to adopt a new Science Framework November 2017, MPS needs to continue providing support and guidance to school leadership and teachers in moving from awareness stage to implementation stage into the transitioning to NGSS Science Framework. There will be additional trainings for admin and teachers in the summer and fall.
- Many leadership teams and teachers explored Blended Learning programs, models and strategies in 2015-16. MPS needs to develop a framework for its approach to Blended Learning. More work needs to be done in this area.
- Although the STEAM EXPO was huge success, we need to involve more businesses and higher education institutions in becoming part of this great event.
- FuelED implementation was a late start and rocky this year. Many schools need help in correctly implementing online courses and support systems around them. The academic team needs to work closely with the school teams on this.



Academic Accomplishments and Reflection

Name: Victoria Marzouk	Title: Director of Special Programs
Accomplishments for the 2015-2016 School year	
- Developed a GATE Model - Supported teachers and administrators regarding Special Education issues - Gathered data regarding college acceptances and students' post-secondary pathways - Researched and developed accelerated math options - Made school site visits to observe co-teaching and other special education models - Provided support to school sites with parent meetings and IEP's - Sat on COP3 committees - Wrote Program Development grant for MSA1 - Created partnerships (college, SPED, and classroom management) with vendors for next year's PD	
Reflection:	
- My goal next year is to become more familiar with Special Education laws and compliance requirements. We are investing in PD that will support teachers in developing collaborative, co-teaching environments at the school sites, so that students can gain greater benefit from additional support in their classrooms. - When looking at college acceptances, I saw that many students, while entering college, were doing so with undeclared majors. I want to work with the college counseling department to create pathways that extend past high school and into college. This program needs to start in the 8th grade so that students will be better prepared for high school. - The goal for next year for the GATE program is that every school offer an accelerated math option as well as an honors English.	

Academic Accomplishments and Reflection

Name: Nicole Vasquez	Title: EL Coordinator
Accomplishments for the 2015-2016 School year	
• Contributed to the MPS Next Generation Learning Model • Title III compliance binders and calendar for each school • Provided Title III support to all member schools; provided FPM support to MSA 3 • Developed a certification process to ensure that member schools complete all Title III notifications in a timely manner for the upcoming school year • Revised all Title III communications and notifications to conform to state and federal laws • Provided District and WASC visit support to member schools • Conducted classroom observations and provided feedback, coaching, and support to teachers • Held PD sessions for school leaders and teachers • Attended Title III, Teacher Coaching, and Integrated & Designated ELD training to better support member schools, leaders, and colleagues, as well as shared resources and research • Working on LEA Plan Goal 2 and Title III Improvement Plan • Revising and strengthening MPS EL Master Plan • Developing framework for newcomers • Developing system and framework for Title III submissions and requirements	
Reflection:	
This year was an exciting learning experience. Because this was a new position at MPS, a lot of time was spent establishing procedures and a framework for Title III compliance, revising our master plan, and helping schools prepare for WASC and district visits. My goals for next year are to shift my focus to teacher coaching and helping school leaders follow all established protocol for Title III. I would also like to spend more time learning and connecting with the gurus in my field, so that I can continue to strengthen and improve our program. In order to accomplish these goals, and mitigate the geographical/time challenge of supporting 11 schools, I would like to accomplish the following for next year: • Assemble a team of ELD Coordinators from each school site whom I can work with and train to help coach teachers, share best practices, and monitor progress of ELs at each school site • Participate in district directors' meetings and coaching PDs and share acquired information, ideas, and resources with site-level coordinators • Continue improving our Master Plan and EL Program in order to close the achievement gap and raise RFEP % at MPS • Facilitate and monitor clear protocol for EL and Title III accountability • Strengthen parent communication, outreach, and ELAC participation; ensure that parents understand all notifications, and know their rights	



Academic Accomplishments and Reflection

Name: Ismail Ozkay	Title: Manager of Assessments and Student Information
Accomplishments for the 2015-2016 School year	
- Provided academic and demographic data for all new (10) and renewing (3) charter petitions. - Contributed to the MPS Next Generation Learning Model - Supported schools with annual SARC report. - Set up and followed up with Fall, Winter and Spring MAP testing administrations. - Supported Dean of Academics with SBAC interim comprehensive assessment administration. - Provided District and WASC visit support to member schools - Coordinated McGraw Hill curriculum/textbook orders of all 11 schools. - Setup McGraw Hill's ConnectED online platform for students and teachers. - Setup and oversee ATLAS, Accelerated Reader and ALEKS online platforms. - Created reports for annual parent, student, staff survey. - Provided training to Principals, Dean of Academics, and Office Managers on Coolsis features. - Supported principals, deans of academics, office managers, college counselors, teachers with their needs and questions regarding academic data, Coolsis, online programs. - Set up MSA SC's Coolsis for new academic year. - Provided on-going support with MSA SC's Coolsis needs. - Updated Magnolia Course Catalog based on school's' needs for new academic year. - Supported Office Managers with CALPADS reporting. - Coordinated setup of new Coolsis report for credit deficiency based on school administrators need. - Coordinated setup of new Coolsis pre-enrollment interface. - Coordinated setup of new file transfer feature for purchase requests based on business office needs.	
Reflection:	
- As my second year in this position, it has been very productive academic year. I was able to accomplish my major goals for the year. I think I was able to help Dean of Academics and Principals with their data and Coolsis requests. However, I have been receiving a lot of questions/requests especially from new or second year Dean of Academics and/or Principals that were not related to my responsibility area. It was clear that there needs to be a system in place to provide support (e.g. mentor or main contact person) for such administrators. - Based on all data requests I have been receiving, it is obvious that Magnolia is in need of a single platform to house all academic data along with demographic details. I strongly believe Illuminate will serve this purpose very well. - My first goal for upcoming school year is to set up Magnolia's Illuminate account over the summer, to train administrators and teachers during in-services, to start implementing/using reporting tools, and to provide ongoing support throughout school year. - My second goal is to create an academic assessment calendar which will include all state required testing along with Magnolias' internal assessments strategically placed throughout school year. Then, follow up with each site for implementation and timely score reporting using Illuminate. - My last goal is to provide Coolsis training for all new administrators and office managers before school starts. In addition, to organize ongoing online training sessions throughout school year for both returning and new staff members.	



Academic Team's

Action Plan Scope and Sequence

School Year: 2016-2017

Vision

The MPS Academic Team strives to empower teachers and leaders to inspire students to discover the pathways to transform our communities through innovative, equitable and lifelong learning.

Purpose

This action plan is to describe the action steps that the leadership team will implement for the upcoming school year to move towards accomplishing MPS academic vision. The action plan focuses on the areas of Student Achievement, Common Core Instruction, and Teacher Effectiveness.

Definitions of Action Plan Area in the Table

Performance Goal:

What is your measureable goal? (LCAP goals, Surveys, State and Internal Data, Teacher growth and retention) Professional Development and session outcomes

Objective:

Who will do what? By when? How long? Under what conditions?

Action Steps:

What are the action steps to accomplishing the objective?

Individuals Responsible:

Who is responsible for implementing these action steps?

Evaluation, Assessment, Evidence:

What indicators will demonstrate progress towards the objective?

Timeline:

What is the timeline for completion?

Focus Area 1:
Student Achievement
(Assessment)

Performance Goal:

ALL Students who attend MPS will demonstrate a 20%growth gain on one or more district wide benchmark, Spring NWEA MAP and or the 2017 SBAC

Individuals Responsible:

CAO, RD, SL , Deans of Academics, RTI coordinators, Department Chairs and Teacher Leaders

Evaluation, Assessment and Evidence:

Framework for discussing Data: Illuminate Benchmarks, SBAC Interims, NWEA MAP, Coolsis grade reports, Student goal sheets, School Site Visits, Early release PD by school site or district cluster

Objective	Action Plan to Implement	Timeline
100% of school leaders and deans of academics will be proficient in Illuminate 100% of school leaders and deans of academics will discuss and analyze their schools data once a month in weekly staff meetings 100% of students will show growth on two district wide benchmark assessments 100% of students in grades 3-12th will know and track their assessment data 100% of students in primary grades TK-2 will verbally express their academic goals and will track their progress using stickers 100% of MPS academic team will attend and participate in five early release PDS at each school site or cluster 100% of school site leadership teams will present their data at our MPS wide teacher symposiums	All school site leadership and MPS academic team will receive pre trainings on data decision making based on the work of Marzano's Instructional Framework (Domain 1), SMART GOALS and Action Steps All school site leadership and MPS Academic team will review Illuminate Implementation Model, Schedule District Benchmarks and Data Analysis PD at respective school sites School site leadership teams will identify method for communicating and sharing data with students and parents MPS academic team will produce detailed data reports after each cycle of assessment and attend and participate in school site PD once per month to monitor and support	Introduce framework for discussing, analyzing data using SMART goals-May 23, 2016, August 2, 2016 Train all School Leaders on Illuminate on May 23, 2016 and June 13, 2016 (tentative) Train all teachers on Illuminate, Cool sis and SBAC digital library the week of August 9th, 2016 Student Goal Setting Sheets or documentation October 2016 Selected School Site PD dates September-February 2017 October 2016 Fall Teacher Symposium- School leaders will present Fall Data and Action Plan to MPS Academic Team and CEO Report out progress September-June of 2017 at Principals and Deans of Academics and College Advisers meetings.

Focus Area 2:
Student Achievement
 (STEAM exploration & participation)

Performance Goal:
All MPS schools will offer STEAM electives; clubs and all students will complete two interdisciplinary projects (one) per semester.

Focus Area 2A

Focus Area 2A		
Individuals Responsible: Teachers and students, School site leadership, MPS academic leadership team		Evaluation, Assessment and Evidence PD surveys, Criteria for Success and Rubric Anchor Charts posted in each classroom, Student work and presentations
Objective	Action Plan to Implement	Timeline
100% of students will complete an interdisciplinary project at end of each semester	Teachers receive Understanding by Design training during Summer PD and throughout school year	All MPS principals will ensure that all students have access to STEAM electives in each grade level
100% of teachers will collaborate across departments to implement a STEAM practice	Teachers and MPS academic leadership will develop criteria for success and a rubric for the projects	Assessment design occurs 3 weeks before the end each semester
100% of MPS teachers will have protected time for common planning at least twice a month at each school site	Teachers will collaborate and design all assessments as part of the unit planning process	Students will present and publish projects
	Teachers discuss interdisciplinary project design templates and ideas across departments	Students from each school will participate in MPS 2017 STEAM expo
	School site leadership will celebrate and acknowledge student presentations and publications	All MPS schools will implement Saturday School STEAM boot camps- 2016-2017 SY

Focus Area 2B

Individual Responsible: MPS academic team, School Site Leadership, Deans of Academics, RTI/Title One coordinators, Department chairs and College Advisors		Evaluation, Assessment and Evidence: Student grades, implementation reports (frequency of use of program i.e. Fuel Ed, Flex etc.), Site visits, Formal/Informal data Data binders and SMART goal, implementation, 5 week grade reports
Objective	Action Plan to Implement	Timeline
100% of schools will provide research based interventions for all subgroups including those identified as Talented and Gifted	All school site and academic leadership will read our EL Master plan, Gate and Math policy as outlined in our MPS Handbook for the 2016-2017 SY	May 23, 2016 Principals will identify Intervention Programs, and leadership staff who will support and monitor subgroups
100% of schools will adhere to and implement MPS EL Master Plan	All schools will show places of intervention in their Master Schedule	June 13, 2016 Deans of Academics and College Advisors will identify students who are credit deficit, or attended summer school who will need additional support
100% of schools will implement RTI	All schools will identify curriculum and training needs for providing intervention- myOn, Flex, Revolution K-12, Iron Box, Fuel Ed, and Apex etc.	Deans will identify incoming 6 th graders who are ready for Math acceleration according to MPS math policy criteria
	All schools will work with MPS academic team to establish protocol for monitoring and measuring impact of intervention programs bimonthly.	Academics rubric and data collection should be introduced during Summer PD on Intervention Models
	Academic Team will evaluate intervention classes such as Power English and Power Math	August 2-4 th 2016 September-June 2016- report out progress at Principals and Deans of Academics Meeting

Focus Area 2:
Student Achievement
Implementation of research
based intervention

Performance Goal: All MPS site academic leadership and MPS academic team will implement RTI systems to measure student growth and teacher practices

Focus Area 2C

Individual Responsible:

Teacher, parent, and students

Evaluation, Assessment and Evidence:

Increased student performance/participation in class
 Daily/weekly formal/informal assessments
 Follow up with student tutoring sessions

Objective

Students with Cs or lower in Math are mandated to attend tutoring (aligned with moving students from basic to proficient)

Action Plan to Implement

In mathematics, problems presented in should lend themselves to multiple solutions and/or solution strategies.

Ongoing one-on-one or small-group sessions
 Working with students on specific math skills.
 Identify skills or areas where students need help, and design activities and review sessions to build specific math skills.

Teachers must keep accurate data of students receiving tutoring

Timeline

Tutoring will begin after first 5-week progress report; however teachers will use baseline data and anecdotal data to make a draft list of students who will need the service

Focus Area 3:
Teacher Effectiveness

Performance Goal: : All MPS site principals, deans of academics, department chairs will provide formal and informal observation feedback for every teacher and track growth and progress

Focus Area 3

Individual Responsible: Teachers MPS school site academic leadership RD MPS academic team	Evaluation, Assessment and Evidence: Informal/formal observations to ensure teachers are following plans and assist them in modifying plans if necessary Teachers will meet the Level III on MPS rating scale on standards 2.5, 3.3 and 3.5 (1st year teachers will reach Level III by semester 2) Professional Development, Grade Levels and Department meetings/agenda minutes will align to teacher growth and effectiveness Formative and summative student assessments to ensure students are on track to reaching unit goal	
Objective	Action Plan to Implement	Timeline
All MPS academic and school site leadership team will receive training on TEACHBOOST All MPS and Academic Leaders will use this system to track, monitor and provide feedback to their teachers regularly	All teachers use same unit plan template Teachers will co-plan across grade level teams and content areas to include cross-curricular lesson components Teachers will complete and submit unit plans 2 weeks before start of unit with the assistance of instructional specialists	Weekly assessments Weekly/Bi-weekly informal- Principals/Deans will email weekly schedules to staff regarding Observation debriefs/check-ins

**Focus Area 4:
Common Core
Instruction**

Performance Goal: All teachers will implement a variety of instructional practices i.e. close reading, Socratic method, academic language and critical thinking skills to prepare students for College and Career Readiness Standards: 2.5, 3.3 and 3.5 Implementation of Instructional Strategies

Focus Area 4A		
Individuals Responsible: Teachers, MPS Academic Team Regional Director, Deans of Academics and Principals	Evaluation, Assessment and Evidence Teacher progress on standards 2.5,3.3 and 3.5 will measure growth of questioning and academic discourse Principals, Deans of Academics and Department Chairs/leads will provide ongoing feedback and monitor growth/implementation 70% Satisfaction Rate on the school survey in the area of Professional Development	
Objective	Action Plan to Implement	Timeline
Teachers will increase student use of academic language by posing scaffolded questions Teachers will explicitly teach close reading strategies across contents Teachers will focus on Standards 2.5,3.3 and 3.5 to better prepare students for college and career readiness	Modeling, Co-teaching, Encouraging students to give input, Feedback from Observations, 1 st -2 nd year teachers write Questions in LP School-wide scholarly language guide Student work and practice- Site visit feedback	June 13, 2016 Deans of Academics Meeting- unpack the teaching standards- list evidence indicators for scoring a 3 or above Summer PD on CC instructional Practices August 2016 Teacher Symposiums 2016-2017

Focus Area 4B		
Individuals Responsible: Teachers MPS Academic Team and MPS school site leadership	Evaluation, Assessment and Evidence MPS academic leadership will specifically observe lesson activities involving close reading Teachers will meet in departments to review completed close reading activities and student results Teachers will expect students to read closely on assessments Students will annotate according to school-wide guide	
Objective	Action Plan to Implement	Timeline
100% of students will conduct close reads in all content areas 100% of students will write across content areas using Think Cerca program	Close reading PDs School-wide annotation guide Instructional Specialists will assist teachers in finding text resources, especially with math Teachers will include exemplar close reading in unit plans	School specific PD will follow during school year 2016-2017 SY



David Yilmaz - Director of Accountability (Deputy CAO)

Focus Area: ACCOUNTABILITY PLANS		
Subsection: LCAP, SSD, SPSA	Performance Goal: All MPS schools will have high quality accountability plans, i.e., LCAP, SSD, and SPSA.	
Individual Responsible: School site leadership		
Evaluation, Assessment and Evidence: Stakeholder meetings, SSC meetings, stakeholder surveys, draft plans submitted to Director of Accountability for review and board approval		
Objective	Action Plan to Implement	Timeline
100% of MPS schools will establish a culture of making their accountability plans living documents.	School site leadership will work on plan templates and create drafts based on school goals, actions/services, measurable outcomes and data during the summer and within the first quarter of the school year.	During the summer and within the first quarter of the school year
100% of MPS principals will meet internal deadlines for creation and submission of accountability plans.	School site leadership will share plan expectations with school site staff.	Teacher in-service and throughout the year during weekly staff meetings
100% of MPS schools will have at least quarterly SSC/PTF meetings.	School site leadership will work on plans at their weekly admin meetings.	Weekly
100% of MPS schools will conduct annual stakeholder experience surveys.	School site leadership will have assigned roles for each part of the plan, e.g., self-study coordinator for WASC or deans for LCAP data and each responsible person will provide regular updates to the school leadership and staff.	Throughout the year
100% of MPS schools will be WASC accredited.	School site leadership will review progress towards LCAP goals	Throughout the year
	School site leadership will meet with stakeholders, including parents, at least quarterly to present plans and receive feedback.	At least quarterly
	School site leadership will conduct annual stakeholder experience surveys, analyze their results, and respond to the school needs in the accountability plans.	Surveys: February
	School site leadership will meet deadlines to submit draft plans to the Director of Accountability for review and board approval.	SPSA due: October (annual) SSD due: December (once every 5 years) LCAP due: May (annual) WASC: 2 months before visit

Focus Area: PROGRAMMATIC COMPLIANCE		
Subsection: Charter, authorizer regulations, state/federal law	Performance Goal: All MPS schools will implement the programs described in their charter petition and comply with all applicable law and regulations.	
Individual Responsible: School site leadership		
Evaluation, Assessment and Evidence: Site visits, oversight reports, reports calendar		
Objective	Action Plan to Implement	Timeline
100% of MPS schools will comply with applicable state/federal laws and authorizer regulations.	School site leadership will keep a copy of their charter petition, MPS student/parent handbook, MPS employee handbook, and other MPS policies and procedures in a binder at the school site and will read them.	During summer
100% of MPS schools will implement 100% of the programs promised in their charter petitions.	School site leadership will regularly check and update the “Academic Accountability” google sheet to monitor programmatic compliance and verify required reporting. If the school is not compliant or misses a deadline or does not perform high quality work, school site leadership will reflect and plan for remedial action.	Weekly throughout the year
100% of MPS schools will prepare and submit required reports in a timely manner.		
100% of MPS school administrators will be knowledgeable of MPS policies and procedures.	School site leadership will prepare in advance for authorizer oversight visits and coordinate with the MPS academic team for mock visits.	At least one month before the visit date
100% of MPS schools will receive overall satisfactory ratings on authorizer oversight reports.	School site leadership will prepare for charter renewal by attending authorizer renewal workshops and working closely with the departments at the Home Office (petition writer, data manager, outreach, etc.)	April-July of the year prior to renewal

ERDINC ACAR - SCIENCE ADVISOR

Focus Area: Science Programs	
Subsection: STEM Enrichment	Performance Goal 2: Increase STEM Enrichment Programs in all MPS
Individual Responsible: Erdinc Acar, Teachers, Deans, Principals	
Evaluation, Assessment and Evidence:	
# of Programs in each school: • FIRST Robotics Programs (FLL, FRC, VEX) • Cool Science Club • Simcity (Future city comp) • Destination Imagination • STEM/STEAM camps • Inter-disciplinary School-wide Science Fair • Summer STEM studies • Arduino electronics program • Oddysey of the Mind • Science Olympiad • Electronics Club • Science Bowl • AMC 8, AMC 10-12, Mathcounts • INFOMATRIX • JPL-NASA club # of Programs in each school: • Camps, College Visits/ internships • Dual Enrollment, • Science Camps at universities • Mentor for science projects # of Events: Computer Science Ed Week, Scratch Day, Science Week, College & Career Week # of Practices: • Collaboration with Science Centers • Partnership with Engineering Departments Raytheon, Texas Inst. Barstow, Johnston • Guest Speakers • Partnership (Microsoft Store) • Internships • Sponsorships for the robotics programs • Advisory members • Hosting networking events • Expos for community (STEM with art and music) • Tech Company Partnerships/collaboration • Grade level Field Trips to Industry	

Objective	Action Plan to Implement	Timeline
Objective 2.1: Increase/enhance # of STEM after school programs	Provide trainings and workshops: ➤ LEGO Robotics Workshop ➤ VEX Robotics Workshop ➤ Science Olympiads Workshop	August - October 2016
Objective 2.2: Increase/enhance # of STEM Post-secondary connections	Provide teachers collaboration opportunities	MPS Practitioners Seminars and Ongoing
Objective 2.3: Increase/enhance # of STEM Community/Industry engagement	Organize STEM EXPO/Fairs at school and organization level	February - May 2017
	Share best practices and programs	Ongoing
	Connect schools to higher ed, business and industry partners	Ongoing

ERDINC ACAR - SCIENCE ADVISOR

Focus Area: Science Programs		
Subsection: Curriculum and instruction	Performance Goal 1: Improve STEM Instructional Practices in all MPS	
Individual Responsible: Erdinc Acar, Teachers, Deans, Principals		
Evaluation, Assessment and Evidence:		
# of STEM Courses offered: Robotics, Biochemistry, Biotech, AP STEM courses, A+, Computer Programming, Engineering (CAD), PLTW, robotics		
% of Best Practices implemented: Vertical Alignment, math placement, Skill level Math, Strong Math and Science integration, Online courses and Dual Enrollment, instructional design (5E model), Science fair integration into science classes, Early and ongoing formative assessments, STEM Wall, STEM Week, STEM Expo and fairs		
# of Programs implemented: PLTW, Engineering is Elementary, cyber patriot, Scratch, Khan Academy, etc		
Contests and competitions: AMC 8 & AMC 10 classes, robotics (FRC, FLL, JFLL, EETR)		
Objective	Action Plan to Implement	Timeline
Objective 1.1: All MPS schools offer integrated STEM curriculum, aligned with state, national (NGSS and CCSS), international and industry standards.	NGSS Transition Phase – build foundational resources, implementing needs assessments, establishing new professional learning opportunities, and expand collaborations between teachers and school leaders	July 2016 - Jan 2017
	NGSS Implementation Phase – expand professional learning support, fully align curriculum, instruction, and assessments, and effectively integrate these across the field.	Jan 2017- ongoing

Victoria Marzouk - Director of Student Programs

Focus Area 1: GATE		
Subsection: Accelerated Math and Honors English	Performance Goal: All MPS sites will include an accelerated math and honors English course in the 2016-2017 school year	
Individuals Responsible: School site administration		
Evaluation, Assessment and Evidence: Students will be assessed regarding their readiness to participate in one or both of these advanced course options.		
Objective	Action Plan to Implement	Timeline
100% of school sites will include these options in their master schedule	McGraw Hill has been contracted to provide support with professional development and curricular needs for each school site	Master schedules should be completed before the end of the school year.
100% of students in relevant grades will be assessed for their preparedness to take these courses	School leadership teams will get support from Home Office to develop master schedules	Materials should be purchased before the next school year.
100% of teachers will receive PD regarding curriculum and teaching practices		PD will be provided on an on-going basis

Focus Area 2: College Pathways		
Subsection: 9 year plans	Performance Goal: The college counseling department will support students in developing 9 year plans which will begin in 8th grade and track student pathways beyond graduation.	
Individuals Responsible: College Counselors, DOA's, Director or Student Programs		
Evaluation, Assessment and Evidence The college counseling department will work with students to develop their 9 year plans. They will also plan college nights, college trips, and help students make connections for technical training or work experience programs.		
Objective	Action Plan to Implement	Timeline
100% of MPS students will graduate college ready	College counseling department and Deans of Academics will attend PD provided by Princeton Review during teacher in-service	First week of August
100% of MPS students will have developed a post-secondary plan		
100% of students will have met individually with their college counselor or Dean of Academics at least once during the school year	College counselors will collaborate on drafting 9 year plan templates	Beginning of the school year
100% of students will have attended an informational session regarding college requirements	College counselors will work on presentations geared towards each grade level	Beginning of school year

Victoria Marzouk - Director of Student Programs

Focus Area: SPED		
Subsection: Co-teaching	Performance Goal: All co-teaching teams will implement the co-teaching model as presented by Wendy Murawski during PD series	
Individuals Responsible: SPED teachers, general ed teachers, admin		
Evaluation, Assessment and Evidence SPED and General Ed teachers will implement a co-teaching model while providing students with disabilities in class support		
Objective	Action Plan to Implement	Timeline
100% of SPED and General Ed teachers who participate in the Wendy Murawski PD series will implement a co-teaching model in their classrooms 100% of teaching teams will observe a co-teaching model at another school site	Teachers will attend planned PD sessions All teaching teams will collaborate to plan instruction	Throughout school year

NICOLE VASQUEZ - EL/TITLE III COORDINATOR

Focus Area: ENGLISH LANGUAGE LEARNERS		
Subsection: n/a	Performance Goal: Each MPS school will meet their individual LCAP goals for ELL achievement.	
Individuals Responsible: MPS EL Coordinator, School Leaders, Site-Level ELD Coordinators, Teachers		
Evaluation, Assessment, and Evidence: Reclassification rates at each school and consortium-wide AMAOs		
Objective	Action Plan to Implement	Timeline
Strengthen and reinforce the EL Program and Master Plan with research-based strategies that facilitate ELL achievement and success	MPS EL Coordinator will complete draft of revised master plan June 2016 and receive feedback from MPS academic team, peer consultants, and peer educators before finalizing and submitting for board approval in August	June 2016 with review and revisions over the summer and submission for board approval in August 2016
Designate ELD Coordinators at each school site in order to bridge communication and address areas of need, as well as facilitate training and collaboration	School leaders will designate a teacher to work with the MPS EL Coordinator on a rotational basis, as well as attend relevant PD, meetings, and collaborative coaching sessions. Site-level ELD Coordinators will share resources and coach teachers with support from the MPS EL Coordinator.	Before the Summer 2016 In-Service & Training
Ensure that all teachers receive ongoing training and coaching for integrated ELD, applicable curriculum, and CHATS framework for ELLs; ensure that all teachers receive support in implementing the EL Master Plan	MPS EL Coordinator will meet with all site coordinators on a regular basis to address needs and provide training and support; MPS EL Coordinator will connect with other coaches and ELL educators in order to provide teachers with relevant professional development and resources, as well as monitor changes in policy; MPS Coordinator will work with site-level ELD Coordinators to conduct classroom walk-throughs and provide feedback to teachers.	Ongoing
Regularly monitor and assess ELL students to ensure progress; collaborate, notify parents, and create action plans as needed	MPS EL Coordinator and Site-Level ELD Coordinators will collaborate to prepare portfolios that will allow thorough and efficient progress monitoring for ELLs. Site level coordinators will provide support as needed during teacher collaboration and formation of action plans.	Fall 2016

NICOLE VASQUEZ - EL/TITLE III COORDINATOR

Focus Area: TITLE III COMPLIANCE		
Subsection: n/a	Performance Goal: 100% of MPS schools will comply with Title III requirements, and keep all relevant documents organized and up-to-date for district visits and audits.	
Individual Responsible: MPS EL Coordinator, School Leaders, Office Managers and Data Managers, Site-Level ELD Coordinators		
Evaluation, Assessment and Evidence: Certification of timely submission of all Title III notifications, accurate CALPADS data		
Objective	Action Plan to Implement	Timeline
All schools will maintain an on-site Title III binder that includes copies of Title III documents and certifications.	MPS Coordinator will provide copies of updated binders (as well as electronic copies of each document) to each school site. MPS Coordinator will check and update each binder during site visits. School leaders and office managers will maintain binder and complete all Title III certifications with fidelity..	Ongoing; binders to be delivered before Summer In-Service and Training
All schools will accurately report all EL data in a timely manner.	School leaders, data managers, and MPS EL Coordinator will check and certify CALPADS entries.	Ongoing

Name: Ismail Ozkay- Data Manager/ SIS Coordinator

Focus Area: ASSESSMENTS		
Subsection: MAP and SBAC IAB & SBAC ICA	Performance Goal: All MPS sites will administer MAP and SBAC interim assessments as in Assessment Calendar	
Individual Responsible: Dean of Academics or Testing Coordinators, Math and ELA teachers		
Evaluation, Assessment and Evidence: Student results/scores will be uploaded on Illuminate and outcomes will be shared with administrators, teachers and home office team.		
Objective	Action Plan to Implement	Timeline
- Schoolwide Fall & Spring MAP test administration. - One schoolwide SBAC Interim Comprehensive Assessment administration. - All SBAC Interim Assessment Blocks administered by Math and ELA teacher in appropriate time of the year (roughly once a month)	- Assessment Calendar will be integrated into School Academic Calendar. - Teachers, Students, and Parents will be informed. - Teachers will create lesson plans around assessment dates. - Assessment results will be shared with teachers on a timely manner and will be analyzed in monthly meetings.	Throughout school year as stated on Assessment Calendar

Focus Area: ASSESSMENT DATA		
Subsection: Illuminate Data Warehouse	Performance Goal: All MPS staff will be trained on Illuminate to be able to produce appropriate reports.	
Individual Responsible: MPS Data Manager, school administrator.		
Evaluation, Assessment and Evidence: Illuminate user statistics on usage data (frequency, etc). Monthly local data meetings.		
Objective	Action Plan to Implement	Timeline
- 100% of teaching staff and administrators will be trained before school starts. - 100% Dean of Academics and Principals will be proficient on reporting related features of Illuminate - All teachers will have basic understanding of how illuminate works	- MPS Data Manager will upload all available prior assessment data on Illuminate server. - Illuminate will provide PD sessions during summer in-service days for administrators and teachers separately. - Admin will start using it with first MAP testing. - MPS Data Manager will monitor usage and will provide ongoing support throughout school year.	Before school starts, throughout school year, and as needed.

Timeline

[illegible]



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	V B
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, Chief External Officer
RE:	Outreach & Communications Department (OCD) End of Year Report

Proposed Board Recommendation

Does not require board action: Written Update.

Background

Mission:

The Outreach and Communications Department (OCD) mission is to foster a culture of collaboration amongst Magnolia schools. We strive to build on partnerships, promote a high parent community engagement, and strengthen stakeholder communications with the ultimate goal of student success.

We are very proud of all our accomplishments in our inaugural year as a department. As such, we wanted to share a glimpse of all the great things that occurred during the 15-16 school-year. Additionally, we wanted to highlight all of our department's deliverables.

Budget Implications

No budget implications.

Name of Staff Originator:

Alfredo Rubalcava, Chief External Officer

Attachments

OCD Narrative and Deliverables

Outreach & Communications Department Narrative

INTRODUCTION

The Outreach and Communications Department is comprised of ten individuals with a diverse set of skills and personalities focused on our mission:

The Outreach and Communications Department (OCD) mission is to foster a culture of collaboration amongst Magnolia schools. We strive to build on partnerships, promote a high parent community engagement, and strengthen stakeholder communications with the ultimate goal of student success.

While building a coherent and collective outreach and communications infrastructure, our department tackled many challenges and obstacles head on throughout our inaugural year. We are very proud of all our accomplishments in our inaugural year as a department. As such, we wanted to share a glimpse of all the great things that occurred during the 15-16 school-year.



MAJOR ACCOMPLISHMENTS FOR 15-16

- For the first time ever we were able to create a comprehensive and user-friendly website that tells our story. We now have a great parent tab that gives all stakeholders an opportunity to view all the latest events, stories, videos, among other things. Additionally, we have simplified our online CoolSIS enrollment process.
- Through the collective efforts of students, parents, teachers, administrators, and the Outreach & Communications Department we were able to generate fifty positive media stories that featured all the great things that make Magnolia Public Schools stand out as a premiere STEAM organization.
- The U.S. State Department of Education, “Executive Director of the White House Initiative on Educational Excellence for Hispanics - Alejandra Ceja gives remarks at Magnolia Science Academy 8 Bell”
- Magnolia Public Schools took on the challenge presented by the XQ: Super School Project to rethink the National high school model. This work entailed a collaborative effort between parents, students, administrators, businesses, governmental agencies,

nonprofits, and community based organizations. Over the course of eight months we developed the XQ: Magnolia Academy of Innovation (XQ: MAI) model around our flagship MSA-1 Reseda school. Win or lose this contest, the work that has come out of this process has already impacted MPS. So much so, that our 2016-17 instructional model pillars were influenced by our XQ: MAI model.

- The Wallis Annenberg partnership initiated the STEM to STEAM shift in the Magnolia Public Schools' academic model, specifically spearheaded at MSA-7 Northridge. The arts has created a positive culture shift at MSA-7 Northridge by giving students, teachers, administrators, and parents an instructional model that tapped into the various learning modalities. As a result, we have partnered with Arts for All and SLAM! to develop an arts long-term infrastructure which will enhance arts education across all of our schools. At the 2016 STEAM Expo students across our schools were able to showcase over 100 visual arts pieces with a theme of 'Space Travel in the 21st Century'.
- In 2015, Magnolia Public Schools successfully launched its Parent Engagement and Community Program. We partnered with a nonprofit organization to bring a civic engagement program to five school sites that focus primarily on parent and community empowerment, and civic and voter education. Additionally, the OCD team worked collaboratively with the Dean of Cultures to bring a diverse set of parent workshops that address the community needs at each respective site. Due to these efforts we are proud to host our first ever Parent Recognition Breakfast which will recognize over 100 parent ambassadors who work tirelessly everyday to ensure that all Magnolia students get a world class education.
- We acquired over \$300,000 in grants in 2015-16
 - Murmuration – Civic Engagement Project
 - Wallis Annenberg Center for Performing Arts Center
- By June 24th, Magnolia Public Schools will apply for the 2016 Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools. In March 11, Magnolia Public Schools applied for the The 2016 Broad Prize for Public Charter Schools. Unfortunately, on May 20th, the Broad Prize announced three finalist and MPS not one of them. We take this as a great learning experience for upcoming years.

Outreach and Communications Department Deliverables

MISSION

The Outreach and Communications Department (OCD) mission is to foster a culture of collaboration amongst Magnolia schools. We strive to build on partnerships, promote a high parent community engagement, and strengthen stakeholder communications with the ultimate goal of student success.

Communications

1. Educational Networks:
 - Trainings with EdNet
 - Choose a provider
 - Set up photography
2. Social Media:
 - During weekly standing meeting with Larson
 - Connect school site stories with broader audience
 - Communicate our need
 - La Kaliente
 - Organizing speakers for Magnolia promotional videos.
3. Review school petitions and provide demographic/outreach data.
4. MCing for all requested school-site events.
5. Any emergency communication tasks needed/requested by the schools is fulfilled by OCD.
6. Proactive communications campaigns/leadership visibility
7. Rapid response / Media inquiries
8. Crisis communications engagement
9. Strategic counsel and message development
10. Opinion media
11. Long lead-time story development
12. Regional-based P.R. support
13. Media / P.R. training
14. Speaking opportunities
15. Stakeholder communications
16. Created PowerPoint presentations for events such as: open houses, school synopsis, and recruitment.

Marketing

1. Finding appropriate advertising agencies to work collaboratively with home office and school sites.
2. Calling prospective parents to find out status of enrollment.
3. Working with Charter Zone to enhance recruitment strategies.
4. Assist schools with recruitment events.
5. Assist schools with school-wide events.
6. Act as direct representatives with external partners such as: Foot Locker, KidWorks, Jamboree, STEAM Expo (visual/performing arts), and MSA-Santa Ana Groundbreaking event.
7. Designed all STEAM Expo collateral materials: banners, t-shirts, programs, logo, posters, postcards, buttons, and lanyards.
8. Created and produced promotional videos for MSA- Santa Ana and MSA-7.
9. Work closely with schools to create signage such as, MSA-Santa Ana banners and street signage/banners.

Outreach and Communications Department Deliverables

10. Photography at most school-site events for the purpose of marketing.
11. Reach out to local newspapers to advertise schoolsites.
12. Liaison with LA Fitness for MSA -SA's student enrollment marketing campaign. Additionally, OCD created the artwork for the campaign.
13. Work with Xpress Graphics to distribute school-site postcards around their communities.
14. Create one-pagers and school specific recruitment flyers for each school.
15. Provide recruitment/promotional materials to school sites, such as: brochures, door hangers, banners, folders, pens, water bottles and football stress balls.
16. Designed and new business cards for all of Magnolia.
17. Revamp school websites by uploading up to date content such as: pictures, news & announcements, calendar, and important petition documents.
18. Helped the New School Development team in organizing open houses.
19. Created certificates for school-wide events such as: parent recognition breakfast, graduation, award assemblies, and special recognitions.
20. Assisted the home office design team by providing school-site pictures that capture the essence of each school's culture.

Partnerships

1. Larta Inc.
 - Includes coordinating and managing all SBIR Phase 1 grantees such as SimInsights and K12Nest
 - Coordinating pilot roll outs at MSA schools
2. XQ: The Super School Project
 - Lead the challenge which requires writing, editing, scheduling, meeting, etc.
 - Manage all internal and external submission teams.
 - Attend and participate in XQ related events
 - Host focus groups and conduct surveys
3. Arts for All
 - Partnership with MPS to enhance visual and performing arts education at all Magnolia Public Schools.
 - Form of a Creative Arts Team(CAT) with the assistance of an assigned coach from with different stakeholders across MPS such as teachers, parents, and administrators.
 - Build an Arts infrastructure
 - Mt. Wilson
 - Working to develop an education learning center for students with a focus on astronomy, science, arts such as photography, etc.
 - Work directly with the Executive Director and active Board Member
 - Is an active partner with the XQ: Magnolia Academy of Innovation project
 - SLAM!
 - Partner with MSA 4-Venice for the 2016-17 school year
 - SLAM! engages a network of passionate college student volunteers to teach after school music programs
 - CharterZone
 - Educational Strategic planners
 - Visual data on GIS maps
 - Panorama Education

Outreach and Communications Department Deliverables

- Surveys and analytics to better understand our students
- Wallis Annenberg Center for the Performing Arts
 - Manage partnership between the education team at the Wallis and MSA 7-Northridge leadership
 - Present to MSA 7 Parent Task Force (PTF)
- Board on Track
 - External partner for the XQ project with a focus on governance
- Murmuration
 - Civic engagement project across 5 MSA schools
- Gooru
 - Goal: To provide a consistent personalized learning experience for all students, with a specific short-term need of filling individualized learning gaps in math for middle school and high school students to make those students "algebra-ready."
 - "Navigate Math" pilot program
 - Collaborating with the MPS academic team
- The Los Angeles County Board of Supervisors
- The Los Angeles City Council
 - CA State Assemblymen
 - CA State Senators
- USA Science & Engineering Festival

Parent Community Engagement

1. Assisted schools with LCAP Stakeholder events.
2. LAUSD oversight visits (stakeholder engagement)
3. Dean of Culture parent engagement policies and practices
4. Help schools acquire meetings with a myriad of parents, administration and elected officials.
 - Parent attended the Families in Schools Gala and spoke with elected officials.
 - Elected officials parent meetings with North MSA schools.
5. Collaborate with school leaders to attend parent community events.
6. Participate in ELAC, Advisory Council, LCAP, PTF/PTO, Coffee with the Principal, and Parent workshop meetings monthly
7. Parent Recognition Breakfast
8. Collaborate with school leaders to develop parent ambassadors (CCSA Advocacy Day).
9. Supporting parent-teacher-Dean of Culture-Principal partnerships (Meet with all Dean of Cultures' or designees)
10. Collaborate with schools to address any parent concerns.
11. Identify and integrate community resources with school programs, family practices, and student development and learning.
12. Collaborate with school leadership to communicate with Parents about the Charter renewal process.
13. Identify and integrate parent workshops within the schools (Healthy Emotional Children Workshop, Wallis Annenberg Parent Workshop, Parent College, and LA Up).
14. Implement civic engagement program at five MPS sites.



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	V C
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kelly Hourigan, Chief Operations Officer
RE:	Operations Year End Report

Proposed Board Recommendation

Information item, no actions required.

Background

Under the direction of the Chief Operations Officer (who began February 15, 2016) the following team members have completed numerous tasks that supported the schools and the home office.

- IT
- Executive Office Manager
- Director of Special Programs
- Home Office – Office Manager

A summary of each team members large deliverables are attached for your review.

Budget Implications:

There are not budget implications.

Name of Staff Originator:

Kelly Hourigan, Chief Operations Officer

Attachments:

Operation Department Deliverables



MAGNOLIA PUBLIC SCHOOLS (MPS) OPERATIONS DEPARTMENT BIGGER TASKS COMPLETED FOR 2015-16 SCHOOL YEAR

By Kelly Hourigan, COO

Magnolia Public Schools Main Office:

- ✓ Supported:
 - Operations Department
 - IT
 - Director of Special Programs
 - Executive Office Manager
 - Home Office – Office Manager
 - C-Team
- ✓ Office relocation
 - Worked with builders/design
 - Relocation planning
 - Relocation implementation
- ✓ XQ
 - Completed application process with the team
- ✓ Task/Timeline Coordination
 - Action plans to assure timelines are met

Magnolia Public Schools:

- ✓ Authorizer audit reviews
 - LAUSD Schools Oversight Visits (MSA 1-8)
 - No fatal flaws
 - Worked to improve systems for HR rules, policies and procedures to improve operations and governance in schools.
- ✓ Authorizer Collaboration
 - Attend meetings
 - Coordinating Council



- Executive Council
 - Steering Committee
- Participate on committees
- Ongoing communication
- ✓ Special Education
 - Assured timelines and legal requirements for 400+ students were followed
 - Received \$100,000 in grant funds for MSA 1-8 Special Education
 - Received a \$150,000 program development grant for MSA 1 Special Education
 - CCSA is conducting research on the Special Education Best Practices at MSA7
- ✓ Supported Federal Audit process (MSA 3)
- ✓ Dean of Students
 - Continued to implement alternative to suspensions
 - Suspensions are at an organizational low
 - Provide professional development
- ✓ Crisis Management
 - Support on an as needed basis
- ✓ School Safety and Emergency Preparation
 - Required drills are held
 - Emergency equipment at all campuses
 - Authorizer trainings
 - EpiPen requirements



MAGNOLIA PUBLIC SCHOOLS (MPS) OPERATIONS DEPARTMENT BIGGER TASKS COMPLETED FOR 2015-16 SCHOOL YEAR

By Victoria Marzouk, Director of Special Programs (April 2016 – current)

Kelly Hourigan, Director of Student Services (August 2015 – April 2016)

Magnolia Public Schools Main Office:

- Established and communicated a division-wide philosophy of least restrictive environment including co-teaching for serving special needs students.
- Provided accurate and timely data to the authorizers for evaluating outcomes for students with disabilities.
- Monitored all aspects of the annual budgets for special education- Including STEP grants totaling \$100,000 and Program Development totaling 155,000.
- Reviewed federal and state legislation/regulations related to special education; identify and share the impact of changes on the school division.
- Monitored testing in collaboration with the Academic team as applicable to students with disabilities.
- Maintained ongoing communication with SELPA's.
- Attended SELPA meetings and serve on committees.
- Completed all required SELPA and authorizer documentation.
- Assured all timelines are met in accordance with IDEA.

Magnolia Science Academy School Sites

- Directed special education services for all students with disabilities and ensure that students have access to the core curriculum.
- Collaborated with school-based administrators and central office administrators regarding the discipline of students with disabilities
- Interviewed and hired staff members for the special education department; supervise and evaluate all daily activities of staff members relative to assigned tasks; reassign operational responsibilities of staff members as necessary to provide opportunities for cross-training and growth.
- Maintained open lines of communication regarding special education with all



interested parties; respond to concerns of parents, teachers, building and central office administrators, and community members.

- Planned, implemented and facilitated professional development/in-services for school staff assigned the responsibility of delivering and overseeing the special education services/process in their buildings.
- Planned and implemented professional development for sped staff; involve staff in continuous improvement through self-evaluation and goal setting.



MAGNOLIA PUBLIC SCHOOLS (MPS) OPERATIONS DEPARTMENT BIGGER TASKS COMPLETED FOR 2015-16 SCHOOL YEAR

By Lydiett Vega, Executive Office Manager

COMPLIANCE SUPPORT

Conducted Professional Development trainings for MSA office staff and managers to ensure policy compliance and advise on project instructions and report timelines.

Visited MSA sites in preparation for District and other agency audit readiness at:

MSA-Santa Clara, Santa Ana, MSA-2, 3, 4, 6, and MSA-7

Coordinate and confirm the compliance of office procedures to local District or Federal requirements.

Instructed MSA offices on student data update procedures & coding in both CoolSIS & CALPADS.

Organize immunization compliance of all incoming 7th grade students for 2016-2017.

REPORT OVERSIGHT AND SUBMISSIONS

Provided MPS wide Reporting, Compliance and Student Information Support

- Coordinate the timely submission of Federal, State, District and other agency reports.

Monitor and submit MPS wide report submissions including;

- All five CALPADS report certifications, Attendance, Enrollment reports, LAUSD Reports, SCCOE Reports, P-1, P-2 & P-3 Annual submissions to the CA Dept. of Public Education.

Coordinate MPS wide data collection of the Civil Rights Data Collection for 2015-2016.

Coordinate monthly data file submissions for student meal reimbursements.

ENROLLMENTS

Monitor enrollments, lottery events, transfers and student record updates in CoolSIS & CALPADS.

MPS DEPARTMENTAL SUPPORT

Provided student data, MSA reports and other documentation support to various MPS departments including:

- Finance, Academics, Special Education, Communications and Compliance.

MSA OFFICE STAFF SUPPORT

- Provide daily support to administrators and office staff, monthly report and project deadline details and instructions.
- Advertised, pre-screened, interviewed and assisted in the hiring and then training of new office staff members at



MSA-2 and MSA-Santa Ana.

- Coordinate MPS policy, local District and Federal requirement compliance MPS wide.
- Submit monthly attendance reports for MSA-SC and other MSA's as needed.



MAGNOLIA PUBLIC SCHOOLS (MPS) IT DEPARTMENT BIGGER TASKS COMPLETED FOR 2015-16 SCHOOL YEAR

By Rasul Monoshev, IT Director

Magnolia Public Schools Main Office:

- ✓ Office moved to new location and we made all necessary technology readiness for new site including:
 - Working with architects on infrastructure design.
 - Ethernet cabling project and wireless coverage for office.
 - New firewall installation and configuration with VPN capability for remote office staff members.
 - Working with ISP for delivering phone and fiber Internet services.

Magnolia Science Academy - 1:

- ✓ Campus wireless coverage with Ruckus Wireless Access Points Project completed to support 600 plus devices at school.
- ✓ All student and Classroom laptops reimaged and made ready for SBAC testing

Magnolia Science Academy - 2:

- ✓ 550 Chromebooks for staff members and students were purchased by following RFP process(same RFP vendor, model, and pricing was approved as template order for other schools) and made ready for classroom instruction.

Magnolia Science Academy - 3:

- ✓ 385 Chromebooks for staff members and students were purchased and made ready for classroom instruction.

Magnolia Science Academy - 4:



- ✓ 250 Chromebooks for staff members and students were purchased and made ready for classroom instruction.

Magnolia Science Academy - 5:

- ✓ Worked with LAUSD ITD for Campus Wireless Coverage project by providing all the requirements and being there in person for successful implementation.

Magnolia Science Academy - 6:

- ✓ 250 Chromebooks for staff members and students were purchased and made ready for classroom instruction.
- ✓ Campus wireless coverage with Ruckus Wireless Access Points Project completed to support 1-1 Chromebooks implementation.
- ✓ New All in One Computers for Staff Members and Computer Lab installed.

Magnolia Science Academy - 7:

- ✓ Campus Ethernet cabling was done from scratch by replacing old infrastructure.
- ✓ Campus wireless coverage with Ruckus Wireless Access Points Project was completed.
- ✓ 1 Cart of Chromebooks for students were purchased and made ready for classroom instruction.

Magnolia Science Academy - 8:

- ✓ Helped with procurement of Laptops and Chromebooks for staff and students by following Purchasing Procedure with RFPing, evaluating and getting board approval.

Magnolia Science Academy - SA:

- ✓ 200 Chromebooks for staff members and students were purchased and made ready for classroom instruction.



- ✓ Campus wireless coverage with Ruckus Wireless Access Points Project completed to support 1-1 Chromebooks implementation.
- ✓ Worked (still working) with Architects and Construction team for New Campus IT requirements.

Magnolia Science Academy - SC:

- ✓ The school moved to new location and we made all necessary technology readiness for new site including:
 - Ethernet cabling project and wireless coverage for campus.
 - New Wireless Bell and PA System.
 - Working with ISP for delivering phone and fiber Internet services.
 - Making sure that PCs, computer lab and copiers are operational.

Magnolia Science Academy - SD:

- ✓ Helped with major IT problems occurred during the school year, especially with SBAC testing.
- ✓ Replacement of networking equipment in server room

Districtwide:

- ✓ Implemented OpenDNS web filtering service for our schools.
- ✓ Hosted a PD day for IT Managers at site
- ✓ Started working with vCIO service on documentation and strategic planning for upcoming 3 years and streamlining current operations.
- ✓ E-Rate Procedure for Phone and Internet Services. Cabling and Networking equipment.
- ✓ Finding solutions for MPS IT Needs and supporting all CMO Departments and schools.
- ✓ Worked with Vendors and Consultants for answering MPS technology needs.



MAGNOLIA PUBLIC SCHOOLS (MPS) OPERATIONS DEPARTMENT BIGGER TASKS COMPLETED FOR 2015-16 SCHOOL YEAR

By Barbara Torres, Office Manager

Magnolia Public Schools Main Office:

- ✓ Board of Directors
 - Schedule meetings
 - Create agendas / meeting notes / create minutes
 - Collect and submit all documents
 - Obtain and deliver Board documents to all departments when requested
 - Schedule Brown Act Trainings
 - Board on Track lead
- ✓ CEO / CFO
 - Maintain schedules
 - Set up meetings
 - Manage emails
- ✓ Office Operations
 - Ordering supplies
 - Mail
 - Reception area/answering calls



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	V D
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Terri F. Boatman, Human Resource Director
Staff Lead:	Terri F. Boatman, Human Resource Director
RE:	HR Department Year End Report

Proposed Board Recommendation

Written Update: No Actions Required

Background

The attached report outlines Human Resources activities that transpired during the 2015-2016 school year.

Budget Implications

There are no budget implications.

Name of Staff Originator:

Terri Boatman, Human Resource Director

Attachments

HR Report

HR Accomplishments in 2015-2016.

2015-2016 was a busy year for Human Resources. As we grew the department, we sought to establish ourselves as business partners, labor/legal/compliance experts, employee advocates and business partners to our leadership. Many things were accomplished this year that were designed to help Magnolia Public Schools not only become an employer of choice, but also to strengthen its compliance to Edcode and CA Employment Law.

- Received board approval to add 2 floating holiday's to PTO banks to allow employees to receive pay when celebrating diverse holiday's.
- Started a 401k Program for Home Office Employees
- Created desk procedures to manage immigration.
- Conducted corrections on all I9's per the audit.
- Implemented the Paycom system for recruiting, payroll processing, onboarding documentation holds, etc.
- Utilized CharterSafe for compliance training
- Held a roundtable discussion to discuss comp and benefits with teachers and staff
- Established new pay scale for all positions.
- Selected a new benefits broker to assist with compliance
- Expanded our talent acquisition efforts to include more posting options and more visibility at job fairs
- Internalized the STRS/PERS reporting process
- Revised the tuition reimbursement policy
- Moved to Fixed-Term agreements
- Created feed between payroll system and benefits carriers to initiate an immediate cancellation of benefits at the time of termination
- Established 10 month contracts for certificated staff
- Provided more resources to employees to assist with credential resolution
- Added applications to the hiring process
- Moved the offer process earlier in the school year to decrease turnover

In 2016-2017, the focus items will be on compliance and the continuation of branding activities. Key focus areas:

- Formalizing an international recruitment
- Create talent development activities
- Compliance: NCLB grid audits on an ongoing basis
- Look to strengthen our talent acquisition model and develop partnerships with colleges
- Create process to ensure 100% adherence to all State Wage and Hour laws



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	V E
Date:	June 16, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Frank Gonzalez, Chief Growth Officer
RE:	Facilities Department Year End Report

Proposed Board Recommendation

Informational only, no action required.

Budget Implications

Information item, no actions necessary.

Name of Staff Originator:

Frank Gonzalez, Frank Gonzalez

Attachments

Facilities Year end report.

School Growth and Facilities 2015-2016 Accomplishments

MSA Santa Ana

Revived the MSA Santa Ana Proposition 1D project. Led the process and coordinated the team to gain approval for \$17.4MM in funding from the following entities:

- California School Finance Authority, Financial Soundness Determination
- California Department of Education, Certificate of Good Standing
- Office of Public School Construction, Conversion of award from preliminary to final apportionment
- State Allocation Board, Affirmative vote for the project in spite of ongoing CA State Auditor investigation

Bid the project and issued the prime construction contract to the lowest qualified bidder. Began construction on the two-story classroom building totaling 53,000 square feet as well as the associated site improvements. Our department is managing the project that will be completed in time for Fall 2016 occupancy.

Negotiated the extension of the lease agreement with the church in Costa Mesa for the 2015-2016 school year.

MSA Santa Clara

Located a temporary site at National Hispanic University in San Jose that prevented the school from closing. Negotiated the lease agreement and prepared the site for occupancy in 3 weeks.

We are currently negotiating for a site owned by the San Jose Unified School District that is located in north San Jose for the 2016-2017 school year. The board of SJUSD authorized the Director of Facilities to negotiate with Magnolia Public Schools, as well as two other nonprofit organizations, on the terms of the lease agreement.

We are working with attorneys to reclaim over \$400K from the Santa Clara Unified School District that is owed to Magnolia for in lieu of property tax payments from SY 2014-2015.

MSA San Diego

Negotiated an agreement to relocate the school to the DeAnza school site owned by San Diego Unified School District owned DeAnza school site in SY 2017. The site is over 3 acres and will be improved with a minimum of 16 classrooms, a multipurpose room and associated spaces. Our department is leading the development efforts including CEQA analysis, project management and financing.

Negotiated a one-year extension to use the current site in SY 2016-2017 with the new owner's Preface LLC. Managing the attorney that represents Magnolia. Coordinate efforts across Magnolia teams. The agreement should be executed shortly.

MSA 1

Negotiated the agreement to acquire the adjacent site on Sherman Way, reducing the price by over \$1.2MM from what the owners were asking for. Closed successfully on the transaction.

Leading the planning of the MSA 1 expansion project, which will be a new 27,000-30,000 square foot facility that will open in August 2017. The facility will have state of the art classrooms, laboratories, a rooftop outdoor classroom, multipurpose room, offices and associated spaces. Procuring financing for the project via a bridge loan leading to a long-term tax-exempt bond takeout.

Coordinating the work on behalf of Magnolia with the City of Los Angeles, Los Angeles Kings/AEG, Gensler, CIM group on the Reseda Center Project. The redevelopment project which will deliver two ice hockey rinks, a gymnasium for MSA 1, a parking structure, commercial and residential development. The city will be acquiring over 1.1 acres from Magnolia and the ice rinks will be built on those parcels that are immediately to the rear of the existing and new classroom buildings. The NHL All Star game will be in Los Angeles in 2017 and the city and LA Kings will hold an event at MSA 1 to publicize the project.

Making improvements to the existing MSA 1 facility in Summer and Fall 2016 including the addition of new classrooms, construction of a true science lab, relocation of the main office and cosmetic upgrades throughout the building.

MSA 2

Met with LAUSD and co-located schools to develop a working and communication protocol that improved operations for the school.

Renegotiating the facility use agreement with LAUSD as the school has been operating without a use agreement for the previous few years (due to issues that MSA 2 was not a party to).

MSA 3

Successfully negotiated the Prop. 39 agreements for SY 2015-2016 and for the upcoming SY 2016-2017.

Worked with the Magnolia principal and the LAUSD principal to keep the same number of classrooms for the upcoming school year while gaining additional shared use space including access to space for science and PE.

MSA 4

Successfully negotiated the Prop. 39 agreements for SY 2015-2016 and for the upcoming SY 2016-2017.

Worked with the Magnolia principal and the LAUSD principal to keep the same number of classrooms for the upcoming school year while gaining additional shared use space, including access to a music room and science labs.

MSA 5

Successfully negotiated the Prop. 39 agreements for SY 2015-2016 and for the upcoming SY 2016-2017.

Worked with the Magnolia principal and the LAUSD principal to keep the same number of classrooms for the upcoming school year while gaining additional shared use space, including access to science labs.

MSA 6

Met with Lessor to develop a working and communication protocol that improved operations for the school. This led to a no hassle lease extension for the school for the upcoming school year.

Applied to Prop. 39 and rejected the offer of space. We asked for Google Chromebooks as an in lieu of award.

MSA 7

An expansion of the school is being planned, with a minimum of six (6) additional classrooms, a new office, bathrooms and space for counseling and other specialized services. This will require a new CUP that will increase enrollment to 450 students. Coordinating project including A+E, land use consultant, meeting with city departments and council office.

Negotiating multiyear lease extension with Lessor.

MSA 8

Renegotiating the multi-year facility use agreement with LAUSD. Coordinating attorney and staff review.

Planning MSA 8 expansion to serve HS students in future years. Working with the city of Bell to ascertain development process and timeline for a couple of potential sites.

Home Office

Successfully relocated the home office to downtown Los Angeles, reducing the commute time of school leaders and other personnel so that they can spend increased time on their campuses.

Additional Work

Managing the procurement process for FFE for the new site in Santa Ana.

Scoping, bidding and managing summer improvement projects across multiple sites.

Successfully managing efforts to submit for facilities funding from various programs including Charter School Incentive Grant Program and SB740.



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	V F
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Oswaldo Diaz, Chief Financial Officer
RE:	Finance Department End of Year Report

Proposed Board Recommendation

Informational item. No action required

Background

The Finance Department Mission is to be an innovative leader in the management of charter schools and provide unparalleled service in all areas of operation.

As part of our annual informational update, the Finance Department is providing an update of the 18 month plan, and the items that have been addressed by the Finance Department. Over the course of the last twelve (12) months, Magnolia has achieved important milestones that include the following:

- 1) Developing and implementing policies including: enhanced internal controls, vendor selection, bidding process, conflict of interest, among others.
- 2) Contracted FCMAT to review MPS' monthly financials in accordance to the LAUSD settlement agreement.
- 3) In the process of implementing all of the California State Auditor's recommendations.
- 4) Worked with the California State Finance Authority and the Standard and Poor's rating agency which resulted in positive financial outcomes.
- 5) Rightsizing the Finance Department.

We look forward to further improving our financial transparency and accountability while improving our service oriented focus.

Budget Implications:

There are no budget implications.

Attachment:

2015-16 Finance Department Annual Progress Report

Name of Staff Originator:

Oswaldo Diaz, Chief Financial Officer

Finance Department Mission: The MPS Finance Department is an innovative leader in the management of charter schools and provides unparalleled service in all areas of operation.

The Finance Committee is commissioned by and responsible to the Board and is responsible for working with the CFO to review the upcoming fiscal year budget; presenting budget recommendations; monitor implementation of the approved budget on a regular basis and recommending proposed budget revisions; recommending appropriate policies for the management of Magnolia's assets.

Goal 1: Strengthen Financial Stewardship and Performance

- 1. Provide clear, timely, accurate, consistent financial information**
 - Develop 2015-16 Finance Committee Calendar
 - Review and recommend approval of financial statements
- 2. Ensure the highest standards of compliance and accountability**
 - Review and recommend approval of reports to authorizers
 - Review and recommend approval of annual audits
- 3. Safeguard public resources through sound policies and practices**
 - Work with staff to develop best in class policies
 - Review and recommend for approval of Board
- 4. Build reserves to support sustainable growth**
 - Work with staff to develop reserve policy
 - Review and recommend for approval of Board

Goal 2: Improve Operational Excellence

- 1. Upgrade systems to drive efficiency**
 - Review and recommend approval of financial systems
- 2. Continuously innovate for operational excellence**
 - Review and approve committee plans

Goal 3: Cultivate a High Performance Culture

- 1. Encourage teamwork and collaboration**
 - Work staff for greater understanding of MPS financials
 - Work Board members to explain MPS financial information
- 2. Recruit, recognize and reward high performance**
 - Grow and diversify finance committee
- 3. Align roles and responsibilities with organizational strategy**
 - Allocate committee time to reviewing growth strategies

Goal 4: Position MPS as a Respected and Valued Partner

- 1. Nurture relationships built on reliability, trust and transparency**
 - Build relationships with charter school partners
 - Committee members participate in finance communications plan
- 2. Proactively engage stakeholders to communicate our successes**
 - Build relationships with stakeholders
 - Generate Annual Report
- 1. Be a leader in charter school thought leadership and practices**
 - Train committee members to speak at community hearings

Goal 5: Increase availability and access to STEAM education to more students

- 1. Work across departments to create sustainable growth plan**
 - Review and provide feedback on sustainable growth plan

Goal 1: Strengthen Financial Stewardship and Performance		
Objective	Accomplishments:	Status
1. Provide clear, timely, accurate, consistent financial information	Worked with EdTec to provide monthly financial statements.	Completed/ Ongoing
	Worked to establish Finance Committee to provide additional oversight reports.	Completed/ Ongoing
	Reassigned finance department staff responsibilities to strengthen financial reporting to Finance Committee and Board.	In Progress
2. Ensure the highest standards of compliance and accountability	External auditors had no findings on 2014-15 audit.	Completed
	Successfully addressed finance-related issues to completed MSA-3 federal audit with no findings.	Completed
	Developed new policies, procedures and processes to address twelve State Audit Findings.	In Progress
3. Safeguard public resources through sound policies and practices	Worked with accounting consultants and to revise policies and procedures	Completed/ Ongoing
	Developed new policies, procedures and processes to address twelve State Audit Findings.	In Progress
4. Build reserves to support sustainable growth	Worked with Finance Committee to develop new reserve guidelines for FY 2016-17.	Completed/ Ongoing
	Monitored and maintained school reserves to meet authorizers' requirements.	Completed/ Ongoing

Goal 2: Improve Operational Excellence		
Objective	Accomplishments:	Status
1. Upgrade systems to drive efficiency	Working with CoolSIS to upgrade system's handling of purchase order and accounts payable processes.	In Progress
	Transitioned from twelve separate QuickBooks accounts to EdTec's NetSuite system.	Completed/ Ongoing
	Working with EdTec to upgrade accounts payables system.	In Progress
	Working on updating document storage and retrieval system	In Progress
2. Embrace new technologies to automate processes	Working with EdTec to develop Box system to further automate transfer of purchase orders.	In Progress
	Research automated best practices	In Progress
3. Continuously innovate for operational excellence	Assessed department strengths and weaknesses and developed transition plan.	Completed
	Create planning model with evaluation process	Completed
	Develop departmental key performance indicators	In Progress
	Update monitoring and reporting system	In Progress

Goal 3: Cultivate a High Performance Culture		
Objective	Accomplishments:	Status
1. Encourage teamwork and collaboration	▪ Work across all MPS departments-establish department lead for each department ▪ Develop standardized reporting across all school sites ▪ Implement weekly finance staff meeting to promote team-based problem-solving	In Progress In Progress Completed/ Ongoing
2. Recruit, recognize and reward high performance	▪ Hired AP/Vendor Relations Specialist to right-size finance department staff. ▪ Invested in professional development of finance department team members.	Completed Completed/ Ongoing
3. Align staff with organizational strategy	▪ Transitioned to back office partner (EdTec's) processes. ▪ Transitioned Human Resources to stand alone department to better address organizational needs. ▪ Allocated staff time to growth strategy. ▪ Restructured departmental roles and responsibilities to focus on organizational strategies.	Completed/ Ongoing Completed In Progress Completed/ Ongoing

Goal 4: Position MPS as a Respected and Valued Partner

Objective	Accomplishments:	Status
1. Nurture relationships built on reliability, trust and transparency	All Finance department team members attended California Charter School Association annual conference.	Completed
	All Financial Analysts attended CASBO annual conference.	Completed
	All Financial Analysts attended FCMAT annual training.	Completed
2. Proactively engage stakeholders to communicate our successes	Developed regular meetings/phone calls with FCMAT.	In Progress
	Worked with Communications consultant to develop financial improvements narrative.	In Progress
	Continuously update financial page on website to provide financial transparency.	In Progress
3. Be a leader in charter school thought leadership and practices	Develop and present best practice trainings to charter partners	Planning Stage

Goal 5: Increase availability and access to STEAM education to more students

Objective	Accomplishments:	Status
1. Work across departments to create sustainable growth plan	Assisted Facilities Department with planning and budgeting	Completed/ Ongoing
	Develop forecasts and budgets for new sites and facilities.	Completed/ Ongoing
	Provide insight and feedback to leadership team on planning and budgeting	In Progress
2. Respond to immediate needs for schools as opportunities arise	Assisted with planning and budgets for ten new charter petitions.	Completed
	Assist with planning and budgets for ten grant applications for new charter petitions.	Completed
	Assist with planning and budgets for facilities grant applications for existing sites.	In Progress



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	V G
Date:	June 6, 2016
To:	MPS Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Oswaldo Diaz, Chief Financial Officer
RE:	MPS April 2016 Financial Update

Proposed Board Recommendation

Informational item, no action required.

Background

Financial presentation for the ten (10) months ended April 30, 2016, prepared by EdTec as back officer service provider.

Budget Implications

There are no budget implications.

Attachments

Magnolia Public Schools – April 2016 Financial Presentation

Name of Staff Originator:

Oswaldo Diaz, Chief Financial Officer

Magnolia Public Schools

April 2016 Financial Presentation



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May 27, 2016

Kristin Dietz, Aubrey Marsh, Cindy Frantz and Tracy Phamthai

Agenda

- ❖ 2015/16 Forecast Update – Consolidated
 - ❖ Financial Summary
 - ❖ CMO Fee Adjustment FY15-16
 - ❖ Items to Watch
 - ❖ Forecast Summary by Site – April 2016
 - ❖ Consolidated Balance Sheet
 - ❖ Cash Flow Forecast
 - ❖ Uncategorized Revenue & Expenses
- ❖ Exhibits
 - ❖ Budget vs. Actual Detail – by site

Forecast Update

Forecast – Consolidated by Site

Forecasted Operating Income of \$6,939,373 after depreciation,
with combined ADA of 3,306



	2015/16	2015/16	2015/16	2015/16	2015/16	2015/16	2015/16	2015/16	2015/16	2015/16	2015/16	2015/16	2015/16
	Current Forecast - MSA-1	Current Forecast - MSA-2	Current Forecast - MSA-3	Current Forecast - MSA-4	Current Forecast - MSA-5	Current Forecast - MSA-6	Current Forecast - MSA-7	Current Forecast - MSA-8	Current Forecast - MSA-SA	Current Forecast - MSA-SC	Current Forecast - MSA-SD	Current Forecast - MERF	Current Forecast - Total
SUMMARY													
Revenue													
General Block Grant	4,893,299	4,100,075	4,017,425	1,633,410	1,243,530	1,412,983	2,382,331	4,179,618	1,170,443	709,424	2,886,815	-	28,629,353
Federal Revenue	667,409	302,192	520,058	223,790	163,239	110,383	296,609	294,674	284,167	27,417	86,412	-	2,976,349
Other State Revenues	1,300,341	633,174	875,893	277,861	243,605	314,776	736,234	814,993	7,037,553	305,639	510,414	-	13,050,483
Local Revenues	59,077	122,675	46,091	48,121	15,070	20,710	69,921	104,040	35,591	26	67,800	5,208,150	5,797,272
Fundraising and Grants	52,750	25,000	19,018	30,911	3,000	25,648	50,000	20,000	26,223	1,500	21,423	250,000	525,473
Total Revenue	6,972,876	5,183,117	5,478,485	2,214,092	1,668,444	1,884,500	3,535,095	5,413,325	8,553,976	1,044,006	3,572,865	5,458,150	50,978,930
Expenses													
Compensation and Benefits	3,313,523	2,492,056	2,980,476	1,050,308	879,608	795,894	1,670,071	2,896,106	1,150,324	1,191,579	1,884,357	2,894,228	23,198,530
Books and Supplies	794,000	559,844	689,096	282,382	152,900	139,034	375,631	481,289	349,915	73,201	364,134	105,290	4,366,716
Services and Other Operating Expenditure	2,576,879	1,969,065	1,729,601	771,279	522,873	479,433	1,379,763	1,852,519	764,687	763,735	862,049	2,428,089	16,099,971
Capital Outlay	3,800,000	175,778	77,217	47,176	-	86,178	12,788	163,109	-	6,051	-	-	4,368,298
Total Expenses	10,484,401	5,196,743	5,476,391	2,151,146	1,555,381	1,500,540	3,438,252	5,393,022	2,264,926	2,034,565	3,110,540	5,427,607	48,033,515
Operating Income (excluding Depreciation)	(3,511,525)	(13,627)	2,095	62,947	113,063	383,960	96,842	20,302	6,289,051	(990,560)	462,325	30,543	2,945,415
<i>Operating Income (including Depreciation)</i>	<i>211,907</i>	<i>101,029</i>	<i>51,043</i>	<i>100,902</i>	<i>95,862</i>	<i>463,770</i>	<i>84,603</i>	<i>143,256</i>	<i>6,270,781</i>	<i>(1,024,362)</i>	<i>417,706</i>	<i>22,877</i>	<i>6,939,373</i>
Fund Balance													
Beginning Balance (Unaudited)	2,101,135	987,700	513,286	502,151	890,631	485,437	762,024	2,896,467	2,300,710	473,945	615,301	689,915	13,218,702
Audit Adjustment	126,083	6,559	283,543	(35,331)	(35,359)	(10,880)	75,478	(19,802)	(358,604)	24,592	20,654	(654,272)	(577,339)
Beginning Balance (Audited)	2,227,218	994,259	796,829	466,820	855,272	474,557	837,502	2,876,665	1,942,106	498,537	635,955	35,643	12,641,363
Operating Income (including Depreciation)	211,907	101,029	51,043	100,902	95,862	463,770	84,603	143,256	6,270,781	(1,024,362)	417,706	22,877	6,939,373
Ending Fund Balance (including Depreciation)	2,439,125	1,095,288	847,872	567,722	951,134	938,327	922,105	3,019,921	8,212,887	(525,825)	1,053,661	58,520	19,580,736
Ending Fund Balance as a % of Expenses	23%	21%	15%	26%	61%	63%	27%	56%	363%	-26%	34%	1%	41%
Total ADA	518.8	458.8	438.7	177.6	143.2	167.7	278.4	479.2	143.3	95.3	405.6	0.0	3,306

Forecasted Operating Income is \$273,092 excluding the
\$6,666,281 in restricted Prop 1 D grant money

Forecast Changes – Summary

Consolidated Forecasted Net Income has **decreased** by **\$90,877** since the Previous Forecast

School	Forecasted Net Income	Change in Forecasted Net Income since last month	Revenue Change	Explanation - Why revenue change?	Expense Change	Explanation - Why expense change?
MSA-1	\$ 211,907	\$ (83,368)	\$ (115,907)	FCMAT calculator update with May revise. Child Nutrition updated for participation. Fundraising exceeded budget.	\$ 32,539	Food expense decreased based on participation. Hourly classified staff over budget. CMO Fee adjustment of \$25,553.59.
MSA-2	\$ 101,029	\$ (226,529)	\$ 3,073	FCMAT calculator update with May revise and PY lottery adjustment	\$ (229,602)	CMO Fee adjustment of \$204,428. Contracted substitutes and maintenance increased per actuals.
MSA-3	\$ 51,043	\$ 25,150	\$ 3,444	FCMAT calculator update with May revise and PY lottery adjustment	\$ 21,706	Salaries updated per actual contracted positions
MSA-4	\$ 100,902	\$ (66,812)	\$ 9,926	FCMAT calculator update with May Revise. Additional Op3 Step grant and fundraising exceeded budget.	\$ (76,738)	CMO Fee adjustment of \$76,660.78
MSA-5	\$ 95,862	\$ (44,571)	\$ 806	FCMAT calculator update with May revise and PY lottery adjustment	\$ (45,377)	CMO Fee adjustment of \$35,775
MSA-6	\$ 463,770	\$ (55,330)	\$ 3,537	FCMAT calculator update with May revise and updated P-2 report. PY Lottery adjustment	\$ (58,866)	CMO Fee adjustment of \$61,328.62 and equipment leases over budget. PY Expenses reduced
MSA-7	\$ 84,603	\$ (9,855)	\$ 3,412	FCMAT calculator update with May Revise. Additional Op3 Step grant and fundraising exceeded budget.	\$ (13,267)	School Programs and Other Professional Services over budget
MSA-8	\$ 143,256	\$ (54,313)	\$ 20,924	FCMAT calculator update with May Revise. Microsoft Settlement claims not budgeted.	\$ (75,237)	Salaries updated per actual contracted positions. Food expenses decreased per actual participation. CMO fee adjustment of \$76,660.78.
MSA-SA*	\$ (395,500)	\$ (6,986)	\$ 3,009	Fundraising exceeded budget	\$ (9,995)	Salaries updated per contracted actuals. Property tax not budgeted on new site
MSA-SC	\$ (1,024,362)	\$ (30,947)	\$ (10,790)	FCMAT calculator update with May Revise and P-2 adjustment	\$ (20,157)	Hourly employees based on contracted actuals. Student food services and other professional services over budget.
MSA-SD	\$ 417,706	\$ (2,918)	\$ 1,097	FCMAT calculator update with May Revise.	\$ (4,015)	Updated STRS to include employees that are now eligible
MERF	\$ 22,877	\$ 465,605	\$ 480,416	CMO Fee adjustment on MSA-1, 2, 4, 5, 6 & 8.	\$ (14,812)	Non-cap expenditures and PD budget decreased. Legal fees increased

Add MSA-SA Prop 1D Rev \$ 6,666,281
Total \$ 6,939,373

\$ (90,877) \$ 402,946 \$ (493,823)

* excludes Prop 1D revenue, shown below

CMO Fee Adjustment FY15-16

CMO Fee adjustment of \$480,408 to cover additional services that were not included in the Board Approved Budget



Site	Board Approved CMO Fee	CMO Fee Adjustment	Adjusted CMO Fee Total FY15-16
MSA-1	\$873,103	\$25,554	\$898,657
MSA-2	\$873,103	\$204,429	\$1,077,532
MSA-3	\$873,103	-	\$873,103
MSA-4	\$163,707	\$76,661	\$240,368
MSA-5	\$65,483	\$35,775	\$101,258
MSA-6	\$65,483	\$61,329	\$126,820
MSA-7	\$545,689	-	\$545,689
MSA-8	\$873,103	\$76,661	\$949,764
MSA-SA	\$60,000	-	\$60,000
MSA-SC	-	-	-
MSA-SD	\$334,759	-	\$334,759
Total	\$4,727,533	\$480,408	\$5,207,950

CMO Fees to cover additional expenses that were not budgeted for Legal Fees, Marketing, Communications, Temp Services, and SEO



Items to Watch

Potential risks that could have a negative effect on the financials



Risk	Description	Action	Sites Affected
PERS	MSA-SC has been deducting PERS, but no payments have been made.	HR at the home office is working to enroll MSA-SC in PERS. CalPers closed enrollment when MSA-SC opened. Schools are now eligible to enroll.	MSA-SC
CSFIG	MSA-3 has not received any payments for the grant	Home office is working to fill out the proper paperwork to see if they can receive the grant money awarded	MSA-3
Off Cycle Payroll Checks	Off cycle payroll checks lack clarity whether included in Paycom or if they are reimbursements.	HR is working with Paycom to ensure they are entered and will provide EdTec with backup	All Sites



Items to Watch – Previous

Status of the March items and the resolutions



Risk	Description	Resolution
STRS/PERS	STRS/PERS payments were greater than the liability in January, February, & March	Payments have leveled out and HR is creating a schedule to reconcile January – March.
Uncategorized	Uncategorized has steadily increased, which limits the ability to forecast accurately	AP Coordinator provided \$487K in coding, and an additional \$176K in coding after the April close. EdTec is continuing to work with AP coordinator to get these cleared.

Forecast Summary – MSA-1

Forecasted Operating Income of \$211,907 after depreciation,
a **decrease of \$83,368** from the Previous Forecast.

	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY						
Revenue						
General Block Grant	3,734,767	4,914,540	4,890,121	4,893,299	3,178	1,158,532
Federal Revenue	380,002	737,286	781,664	667,409	(114,255)	287,407
Other State Revenues	805,659	1,306,172	1,312,171	1,300,341	(11,830)	494,681
Local Revenues	78,703	34,000	57,577	59,077	1,500	(19,626)
Fundraising and Grants	51,800	35,000	47,250	52,750	5,500	950
Total Revenue	5,050,931	7,026,998	7,088,783	6,972,876	(115,907)	1,921,945
Expenses						
Compensation and Benefits	2,629,778	3,164,092	3,286,728	3,313,523	(26,795)	683,744
Books and Supplies	450,136	928,664	937,385	794,000	143,385	343,864
Services and Other Operating Expenditures	2,097,009	2,705,608	2,492,828	2,576,879	(84,051)	479,870
Capital Outlay	3,800,000	10,400	3,800,000	3,800,000	-	-
Total Expenses	8,976,923	6,808,765	10,516,940	10,484,401	32,539	1,507,479
Operating Income (includes CapEx, excludes Deprecia	(3,925,991)	218,234	(3,428,157)	(3,511,525)	(83,368)	414,466
Operating Income (including Depreciation)	(125,991)	152,066	295,276	211,907	(83,368)	337,899
Fund Balance						
Beginning Balance (Unaudited)	2,101,135	2,101,135	2,101,135	2,101,135		
Audit Adjustment	126,083	-	126,083	126,083		
Beginning Balance (Audited)	2,227,218	2,101,135	2,227,218	2,227,218		
Operating Income (including Depreciation)	(125,991)	152,066	295,276	211,907		
Ending Fund Balance (including Depreciation)	2,101,227	2,253,201	2,522,494	2,439,125		
Total ADA		525.7	518.8	518.8	0	

Child Nutrition updated based on participation and expenses.

Fundraising higher than budgeted

Hourly staff over budget

Food expense decreased based on participation

CMO Fee adjustment

Forecast Summary – MSA-2

Forecasted Operating Income of \$101,029 after depreciation,
a **decrease of \$226,529** from the Previous Forecast.

	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY						
Revenue						
General Block Grant	3,112,947	4,221,852	4,097,404	4,100,075	2,671	987,128
Federal Revenue	211,893	297,775	302,192	302,192	-	90,298
Other State Revenues	553,605	643,821	632,772	633,174	402	79,570
Local Revenues	89,126	99,256	122,675	122,675	-	33,550
Fundraising and Grants	19,289	25,000	25,000	25,000	-	5,711
Total Revenue	3,986,860	5,287,703	5,180,044	5,183,117	3,073	1,196,256
Expenses						
Compensation and Benefits	2,066,352	2,472,466	2,491,556	2,492,056	(500)	425,704
Books and Supplies	385,464	683,524	512,844	559,844	(47,000)	174,380
Services and Other Operating Expenditures	1,352,698	1,789,873	1,786,962	1,969,065	(182,102)	616,366
Capital Outlay	175,778	-	175,778	175,778	-	-
Total Expenses	3,980,292	4,945,863	4,967,141	5,196,743	(229,602)	1,216,451
Operating Income (excluding Depreciation)	6,568	341,841	212,903	(13,627)	(226,529)	(20,195)
<i>Operating Income (including Depreciation)</i>	<i>182,346</i>	<i>307,117</i>	<i>327,558</i>	<i>101,029</i>	<i>(226,529)</i>	<i>(81,317)</i>
Fund Balance						
Beginning Balance (Unaudited)	987,700	987,700	987,700	987,700		
Audit Adjustment	6,559	-	6,559	6,559		
Beginning Balance (Audited)	994,259	987,700	994,259	994,259		
Operating Income (including Depreciation)	182,346	307,117	327,558	101,029		
Ending Fund Balance (including Depreciation)	1,176,605	1,294,817	1,321,817	1,095,288		
Total ADA		472.9	458.8	458.8	0	

Updated FCMAT with May revise

CMO Fee adjustment.
Contracted subs & Maintenance over budget.

Forecast Summary – MSA-3

Forecasted Operating Income of \$51,043 after depreciation,
an increase of \$25,150 from the Previous Forecast.



	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY						
Revenue						
General Block Grant	3,080,388	4,062,033	4,014,884	4,017,425	2,541	937,037
Federal Revenue	281,930	601,468	520,058	520,058	-	238,128
Other State Revenues	770,315	941,388	875,494	875,893	399	105,579
Local Revenues	71,232	34,509	45,587	46,091	504	(25,141)
Fundraising and Grants	18,118	10,000	19,018	19,018	-	900
Total Revenue	4,221,984	5,649,398	5,475,041	5,478,485	3,444	1,256,502
Expenses						
Compensation and Benefits	2,267,760	2,661,541	3,009,157	2,980,476	28,681	712,717
Books and Supplies	565,125	787,954	689,096	689,096	-	123,971
Services and Other Operating Expenditures	1,304,939	1,791,208	1,722,626	1,729,601	(6,975)	424,662
Capital Outlay	77,217	-	77,217	77,217	-	-
Total Expenses	4,215,041	5,240,703	5,498,096	5,476,391	21,706	1,261,350
Operating Income (excluding Depreciation)	6,942	408,695	(23,055)	2,095	25,150	(4,848)
Operating Income (including Depreciation)	84,160	396,165	25,893	51,043	25,150	(33,117)
Fund Balance						
Beginning Balance (Unaudited)	513,286	513,286	513,286	513,286		
Audit Adjustment	283,543	-	283,543	283,543		
Beginning Balance (Audited)	796,829	513,286	796,829	796,829		
Operating Income (including Depreciation)	84,160	396,165	25,893	51,043		
Ending Fund Balance (including Depreciation)	880,989	909,451	822,722	847,872		
Total ADA		446.4	438.7	438.7	0	

Updated
FCMAT with
May revise

Updated per
actual
contracted
positions

Forecast Summary – MSA-4

Forecasted Operating Income of \$100,902 after depreciation,
a **decrease of \$66,812** from the Previous Forecast.



	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY						
Revenue						
General Block Grant	1,326,923	1,594,460	1,632,440	1,633,410	970	306,487
Federal Revenue	106,093	222,232	223,790	223,790	-	117,697
Other State Revenues	253,474	272,664	277,667	277,861	194	24,386
Local Revenues	48,221	30,534	43,394	48,121	4,726	(100)
Fundraising and Grants	30,911	10,000	26,876	30,911	4,036	-
Total Revenue	1,765,622	2,129,890	2,204,166	2,214,092	9,926	448,470
Expenses						
Compensation and Benefits	856,403	1,010,597	1,050,241	1,050,308	(67)	193,905
Books and Supplies	168,425	227,395	282,382	282,382	-	113,957
Services and Other Operating Expenditures	411,623	652,796	694,609	771,279	(76,670)	359,656
Capital Outlay	47,176	-	47,176	47,176	-	-
Total Expenses	1,483,627	1,890,788	2,074,408	2,151,146	(76,738)	667,519
Operating Income (excluding Depreciation)	281,995	239,102	129,759	62,947	(66,812)	(219,049)
Operating Income (including Depreciation)	329,172	229,881	167,714	100,902	(66,812)	(228,269)
Fund Balance						
Beginning Balance (Unaudited)	502,151	502,151	502,151	502,151		
Audit Adjustment	(35,331)	-	(35,331)	(35,331)		
Beginning Balance (Audited)	466,820	502,151	466,820	466,820		
Operating Income (including Depreciation)	329,172	229,881	167,714	100,902		
Ending Fund Balance (including Depreciation)	795,992	732,033	634,534	567,722		
Total ADA		173.9	177.6	177.6	0	

Additional
Option 3 Step
grant received

Fundraising
exceeded
budget

CMO Fee
adjustment

Forecast Summary – MSA-5

Forecasted Operating Income of \$95,862 after depreciation, a **decrease of \$44,571** from the Previous Forecast.

	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY						
Revenue						
General Block Grant	839,516	1,226,157	1,242,820	1,243,530	710	404,014
Federal Revenue	67,689	136,848	163,239	163,239	-	95,550
Other State Revenues	204,470	240,694	243,510	243,605	96	39,135
Local Revenues	12,235	4,000	15,070	15,070	-	2,835
Fundraising and Grants	218	3,000	3,000	3,000	-	2,782
Total Revenue	1,124,127	1,610,699	1,667,638	1,668,444	806	544,317
Expenses						
Compensation and Benefits	643,784	828,548	879,409	879,608	(200)	235,824
Books and Supplies	96,276	152,900	152,900	152,900	-	56,624
Services and Other Operating Expenditures	323,180	471,686	477,696	522,873	(45,177)	199,693
Capital Outlay	-	-	-	-	-	-
Total Expenses	1,063,241	1,453,134	1,510,005	1,555,381	(45,377)	492,141
Operating Income (excluding Depreciation)	60,887	157,565	157,634	113,063	(44,571)	52,176
<i>Operating Income (including Depreciation)</i>	60,887	140,364	140,433	95,862	(44,571)	34,975
Fund Balance						
Beginning Balance (Unaudited)	890,631	890,631	890,631	890,631		
Audit Adjustment	(35,359)	-	(35,359)	(35,359)		
Beginning Balance (Audited)	855,272	890,631	855,272	855,272		
Operating Income (including Depreciation)	60,887	140,364	140,433	95,862		
Ending Fund Balance (including Depreciation)	916,159	1,030,995	995,705	951,134		
Total ADA		142.5	143.2	143.2	0	

Updated FCMAT with May Revise & PY Lottery adjustment

CMO fee adjustment

Forecast Summary – MSA-6

Forecasted Operating Income of \$463,770 after depreciation,
a **decrease of \$55,330** from the Previous Forecast.



	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY						
Revenue						
General Block Grant	1,047,147	1,375,307	1,409,850	1,412,983	3,133	365,836
Federal Revenue	75,687	109,779	110,329	110,383	54	34,696
Other State Revenues	238,871	226,103	314,426	314,776	350	75,905
Local Revenues	13,306	4,000	20,710	20,710	-	7,404
Fundraising and Grants	25,647	10,000	25,648	25,648	-	1
Total Revenue	1,400,658	1,725,189	1,880,963	1,884,500	3,537	483,842
Expenses						
Compensation and Benefits	651,826	784,522	795,832	795,894	(62)	144,068
Books and Supplies	98,370	215,690	139,034	139,034	-	40,664
Services and Other Operating Expenditures	324,640	424,382	420,629	479,433	(58,804)	154,793
Capital Outlay	86,178	11,905	86,178	86,178	-	0
Total Expenses	1,161,014	1,436,499	1,441,673	1,500,540	(58,866)	339,525
Operating Income (excluding Depreciation)	239,643	288,689	439,290	383,960	(55,330)	144,317
Operating Income (including Depreciation)	325,821	298,194	519,100	463,770	(55,330)	137,949
Fund Balance						
Beginning Balance (Unaudited)	485,437	485,437	485,437	485,437		
Audit Adjustment	(10,880)	-	(10,880)	(10,880)		
Beginning Balance (Audited)	474,557	485,437	474,557	474,557		
Operating Income (including Depreciation)	325,821	298,194	519,100	463,770		
Ending Fund Balance (including Depreciation)	800,378	783,631	993,657	938,327		
Total ADA		164.6	167.4	167.7	0.27	

Updated P-2 report

PY Lottery adjustment

CMO fee adjustment, equipment leases over budget, reduction of PY expenses

Forecast Summary – MSA-7

Forecasted Operating Income of \$84,603 after depreciation, a decrease of \$9,855 from the Previous Forecast.

	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY						
Revenue						
General Block Grant	1,604,288	2,386,946	2,380,769	2,382,331	1,562	778,043
Federal Revenue	148,869	292,506	296,609	296,609	-	147,740
Other State Revenues	549,203	701,489	736,110	736,234	124	187,031
Local Revenues	53,267	63,967	68,195	69,921	1,726	16,654
Fundraising and Grants	18,845	50,000	50,000	50,000	-	31,155
Total Revenue	2,374,471	3,494,908	3,531,682	3,535,095	3,412	1,160,624
Expenses						
Compensation and Benefits	1,321,946	1,671,109	1,670,071	1,670,071	-	348,125
Books and Supplies	224,788	357,677	375,631	375,631	-	150,843
Services and Other Operating Expenditures	1,251,801	1,236,852	1,366,495	1,379,763	(13,267)	127,962
Capital Outlay	12,788	12,788	12,788	12,788	-	-
Total Expenses	2,811,322	3,278,425	3,424,985	3,438,252	(13,267)	626,931
Operating Income (excluding Depreciation)	(436,851)	216,483	106,697	96,842	(9,855)	533,693
<i>Operating Income (including Depreciation)</i>	<i>(424,063)</i>	<i>205,949</i>	<i>94,458</i>	<i>84,603</i>	<i>(9,855)</i>	<i>508,667</i>
Fund Balance						
Beginning Balance (Unaudited)	762,024	762,024	762,024	762,024		
Audit Adjustment	75,478	-	75,478	75,478		
Beginning Balance (Audited)	837,502	762,024	837,502	837,502		
Operating Income (including Depreciation)	(424,063)	205,949	94,458	84,603		
Ending Fund Balance (including Depreciation)	413,439	967,972	931,960	922,105		
Total ADA		282.3	278.4	278.4	0	

SpEd Op3 Grant & Fundraising exceeded budget

School Programs and Other Professional Services over budget

Forecast Summary – MSA-8

Forecasted Operating Income of \$143,256 after depreciation, a **decrease of \$54,313** from the Previous Forecast.



	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY						
Revenue						
General Block Grant	3,214,866	4,091,513	4,177,227	4,179,618	2,391	964,752
Federal Revenue	273,837	292,852	294,674	294,674	-	20,837
Other State Revenues	693,430	781,510	814,782	814,993	211	121,562
Local Revenues	79,173	66,810	85,718	104,040	18,322	24,867
Fundraising and Grants	13,586	20,000	20,000	20,000	-	6,414
Total Revenue	4,274,892	5,252,685	5,392,401	5,413,325	20,924	1,138,432
Expenses						
Compensation and Benefits	2,344,322	2,737,527	2,887,254	2,896,106	(8,851)	551,784
Books and Supplies	306,277	736,116	495,067	481,289	13,779	175,011
Services and Other Operating Expenditures	1,529,719	1,696,513	1,772,354	1,852,519	(80,165)	322,800
Capital Outlay	163,109	-	163,109	163,109	-	-
Total Expenses	4,343,427	5,170,156	5,317,785	5,393,022	(75,237)	1,049,595
Operating Income (excluding Depreciation)	(68,535)	82,529	74,616	20,302	(54,313)	88,837
Operating Income (including Depreciation)	94,574	74,995	197,569	143,256	(54,313)	48,681
Fund Balance						
Beginning Balance (Unaudited)	2,896,467	2,896,467	2,896,467	2,896,467		
Audit Adjustment	(19,802)	-	(19,802)	(19,802)		
Beginning Balance (Audited)	2,876,665	2,896,467	2,876,665	2,876,665		
Operating Income (including Depreciation)	94,574	74,995	197,569	143,256		
Ending Fund Balance (including Depreciation)	2,971,239	2,971,462	3,074,234	3,019,921		
Total ADA		474.3	479.2	479.2	0	

Microsoft Settlement claims, not budgeted

Staff update per contracted actuals

Food expense updated per actual participation

Additional CMO Fee. Professional development and technology services over budget

Forecast Summary – MSA-SA

Forecasted Operating Income of \$6.27M after depreciation, a **decrease of \$6,986** from the Previous Forecast.

	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY						
Revenue						
General Block Grant	937,214	1,136,266	1,169,938	1,170,443	505	233,229
Federal Revenue	31,015	290,627	284,167	284,167	-	253,151
Other State Revenues	281,404	324,146	7,037,553	7,037,553	-	6,756,148
Local Revenues	13,895	34,000	35,591	35,591	-	21,695
Fundraising and Grants	26,223	17,500	23,719	26,223	2,504	-
Total Revenue	1,289,752	1,802,539	8,550,967	8,553,976	3,009	7,264,224
Expenses						
Compensation and Benefits	935,450	1,139,323	1,169,900	1,150,324	19,576	214,874
Books and Supplies	307,215	378,294	349,590	349,915	(325)	42,700
Services and Other Operating Expenditures	569,782	606,731	735,440	764,687	(29,247)	194,904
Capital Outlay	-	-	-	-	-	-
Total Expenses	1,812,447	2,124,348	2,254,930	2,264,926	(9,995)	452,478
Operating Income (excluding Depreciation)	(522,695)	(321,808)	6,296,037	6,289,051	(6,986)	6,811,746
<i>Operating Income (including Depreciation)</i>	<i>(522,695)</i>	<i>(340,078)</i>	<i>6,277,767</i>	<i>6,270,781</i>	<i>(6,986)</i>	<i>6,793,476</i>
Operating Income, excluding restricted Grant			(388,513)	(395,500)		
Fund Balance						
Beginning Balance (Unaudited)	2,300,710	2,300,710	2,300,710	2,300,710		
Audit Adjustment	(358,604)	-	(358,604)	(358,604)		
Beginning Balance (Audited)	1,942,106	2,300,710	1,942,106	1,942,106		
Operating Income (including Depreciation)	(522,695)	(340,078)	6,277,767	6,270,781		
Ending Fund Balance (including Depreciation)	1,419,411	1,960,632	8,219,873	8,212,887		
Total ADA		140.7	143.3	143.3	0	

Fundraising exceeded budget

Updated per contracted actuals

Property Tax not budgeted on new site and other professional services over budget

\$6,666,281 is restricted Prop 1 D grant money

Forecast Summary – MSA-SC

Forecasted Operating **Loss** of **\$1.02M** after depreciation, a decrease of **\$30,947** from the Previous Forecast.

	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY						
Revenue						
General Block Grant	550,089	770,883	716,750	709,424	(7,326)	159,335
Federal Revenue	11,734	63,688	27,417	27,417	-	15,683
Other State Revenues	329,412	347,168	309,103	305,639	(3,464)	(23,773)
Local Revenues	26	-	26	26	-	-
Fundraising and Grants	259	15,500	1,500	1,500	-	1,241
Total Revenue	891,520	1,197,239	1,054,796	1,044,006	(10,790)	152,485
Expenses						
Compensation and Benefits	943,151	1,066,860	1,174,804	1,191,579	(16,774)	248,427
Books and Supplies	33,058	80,670	70,943	73,201	(2,259)	40,144
Services and Other Operating Expenditures	595,587	688,291	762,610	763,735	(1,124)	168,147
Capital Outlay	6,051	6,051	6,051	6,051	-	-
Total Expenses	1,577,847	1,841,872	2,014,408	2,034,565	(20,157)	456,718
Operating Income (excluding Depreciation)	(686,327)	(644,633)	(959,612)	(990,560)	(30,947)	(304,233)
Operating Income (including Depreciation)	(680,276)	(678,435)	(993,415)	(1,024,362)	(30,947)	(344,086)
Fund Balance						
Beginning Balance (Unaudited)	473,945	473,945	473,945	473,945		
Audit Adjustment	24,592	-	24,592	24,592		
Beginning Balance (Audited)	498,537	473,945	498,537	498,537		
Operating Income (including Depreciation)	(680,276)	(678,435)	(993,415)	(1,024,362)		
Ending Fund Balance (including Depreciation)	(181,739)	(204,490)	(494,878)	(525,825)		
Total ADA		102.7	96.2	95.3	-0.99	

Updated per P-2

Lottery apportionment overpaid but will be trued up next year

Hourly employees based on contracted actuals

Student food services over budget

Other professional services over budget

Assumes MSA-SC will receive the \$391,364 in Property Tax AR. Forecasted Net Deficit will increase if written off.

Forecast Summary – MSA-SD

Forecasted Operating Income of \$417,706 after depreciation,
a **decrease of \$2,918** from the Previous Forecast.



	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY						
Revenue						
General Block Grant	2,221,796	2,978,176	2,885,718	2,886,815	1,097	665,019
Federal Revenue	28,818	84,919	86,412	86,412	-	57,595
Other State Revenues	424,469	481,095	510,414	510,414	-	85,945
Local Revenues	61,949	108,800	67,800	67,800	-	5,851
Fundraising and Grants	21,423	20,000	21,423	21,423	-	-
Total Revenue	2,758,455	3,672,990	3,571,768	3,572,865	1,097	814,410
Expenses						
Compensation and Benefits	1,497,422	1,901,637	1,880,375	1,884,357	(3,982)	386,935
Books and Supplies	293,924	354,709	364,134	364,134	-	70,210
Services and Other Operating Expenditures	635,438	843,014	862,016	862,049	(33)	226,611
Capital Outlay	-	-	-	-	-	-
Total Expenses	2,426,784	3,099,359	3,106,525	3,110,540	(4,015)	683,755
Operating Income (excluding Depreciation)	331,671	573,631	465,243	462,325	(2,918)	130,654
<i>Operating Income (including Depreciation)</i>	331,671	529,012	420,624	417,706	(2,918)	86,035
Fund Balance						
Beginning Balance (Unaudited)	615,301	615,301	615,301	615,301		
Audit Adjustment	20,654	-	20,654	20,654		
Beginning Balance (Audited)	635,955	615,301	635,955	635,955		
Operating Income (including Depreciation)	331,671	529,012	420,624	417,706		
Ending Fund Balance (including Depreciation)	967,626	1,144,313	1,056,579	1,053,661		
Total ADA		409.3	405.6	405.6	0	

Updated STRS to include employees that are now eligible

Forecast Summary – MERF

Forecasted Operating Income of \$22,877 after depreciation,
an increase of \$465,605 from the previous forecast.

	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining
SUMMARY						
Revenue						
Local Revenues	4,678,634	4,727,533	4,727,733	5,208,150	480,416	529,515
Fundraising and Grants	220,195	250,000	250,000	250,000	-	29,805
Total Revenue	4,898,829	4,977,533	4,977,733	5,458,150	480,416	559,320
Expenses						
Compensation and Benefits	2,442,823	2,778,672	2,863,184	2,894,228	(31,044)	451,405
Books and Supplies	88,373	87,874	136,327	105,290	31,038	16,917
Services and Other Operating Expenditures	2,333,732	2,091,472	2,413,283	2,428,089	(14,806)	94,357
Capital Outlay	-	-	-	-	-	-
Total Expenses	4,864,927	4,958,018	5,412,795	5,427,607	(14,812)	562,680
Operating Income (excluding Depreciation)	33,902	19,515	(435,062)	30,543	465,605	(3,359)
<i>Operating Income (including Depreciation)</i>	33,902	11,850	(442,728)	22,877	465,605	(11,025)
Fund Balance						
Beginning Balance (Unaudited)	689,915	689,915	689,915	689,915		
Audit Adjustment	(654,272)	-	(654,272)	(654,272)		
Beginning Balance (Audited)	35,643	689,915	35,643	35,643		
Operating Income (including Depreciation)	33,902	11,850	(442,728)	22,877		
Ending Fund Balance (including Depreciation)	69,545	701,765	(407,085)	58,520		

CMO Fee adjustment

Based on contracted actuals

Non-cap expenditures budget decreased.

Legal fees increased, PD forecast decreased due to allocations

\$174,226.95 in expenses will be allocated to sites in May for VTD, Insight Education Group, and the Alvo Institute

Consolidated Balance Sheet

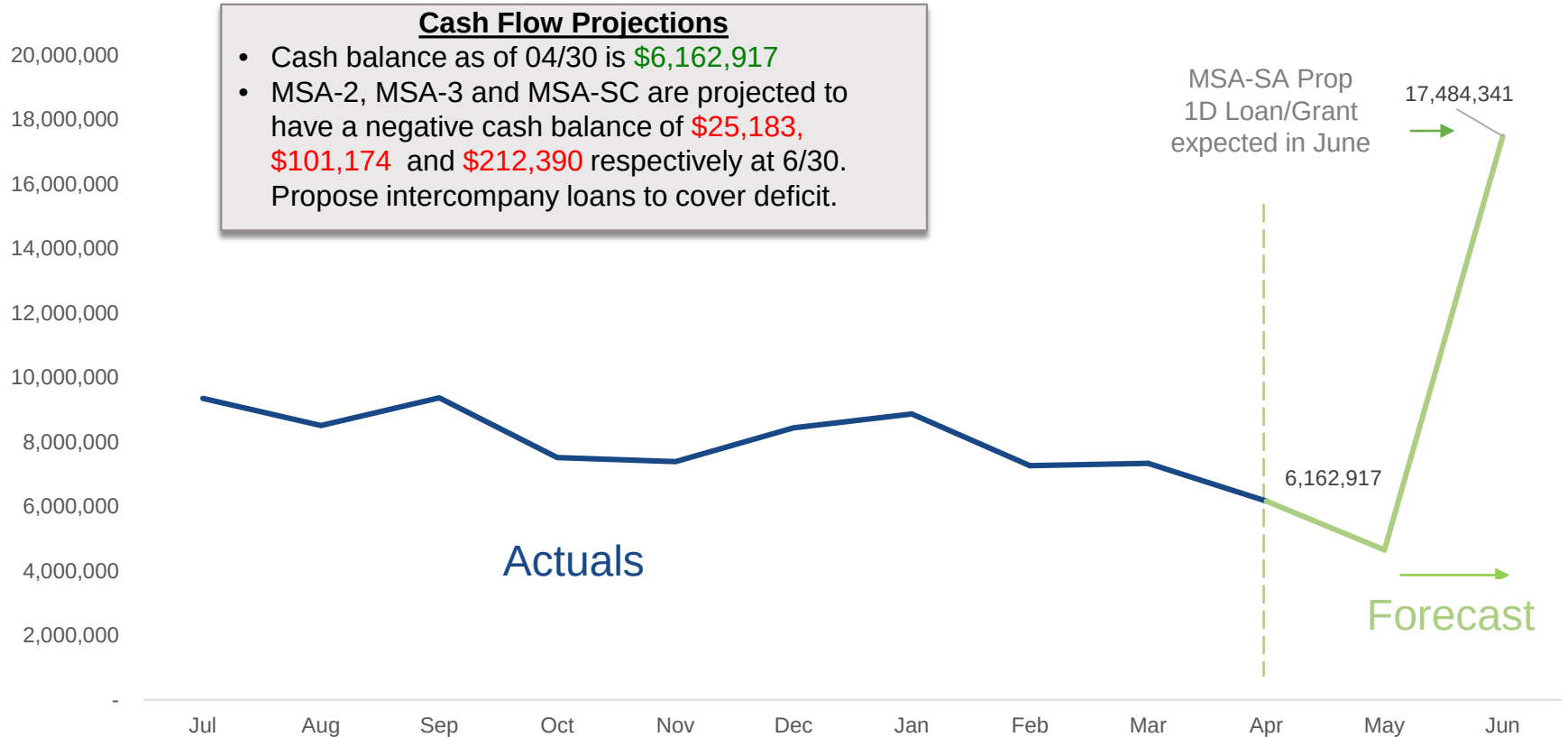
Consolidated Balance Sheet as of 04/30/2016



	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-8	MSA-SA	MSA-SC	MSA-SD	MERF	Total
4/30/2016													
Assets													
Cash Balances	\$ 1,028,110	\$ 514,657	\$ 267,038	\$ 726,605	\$ 588,435	\$ 578,364	\$ 258,163	\$ 1,154,919	\$ 170,736	\$ 31,715	\$ 812,521	\$ 60,374	\$ 6,191,637
Accounts Receivable	46,917	17,953	18,200	10,008	18,647	6,943	72,169	20,022	124,928	435,471	1,534	98,615	871,407
Prepays Deposits	39,035	-	-	-	-	-	4,000	-	79,614	65,646	-	17,525	205,820
Prepaid CMO Fees	-	103,066	307,336	24,822	180,692	-	112,513	148,920	-	-	-	-	877,349
Fixed Assets, Net	3,875,363	234,987	85,636	26,333	20,512	-	63,828	185,091	7,570,672	175,002	385,951	26,829	12,650,204
Intercompany Balances	359,433	366,783	182,959	-	190,005	340,393	676,617	1,562,830	-	-	-	4,506,137	8,185,157
Total Assets	\$ 5,348,860	\$ 1,237,446	\$ 861,168	\$ 787,768	\$ 998,291	\$ 925,700	\$ 1,187,290	\$ 3,071,781	\$ 7,945,950	\$ 707,833	\$1,200,006	\$ 4,709,480	\$ 28,981,573
Liabilities & Equity													
AP & Accrued Expenses	\$ 35,008	\$ 22,885	\$ (30,469)	\$ 18,979	\$ 14,960	\$ 211,499	\$ 162,597	\$ 88,930	\$ 77,779	\$ 382,911	\$ 47,078	\$ 357,131	\$ 1,389,286
Due to Grantor Governments	12,625	10,771	10,648	5,281	67,172	-	596,196	11,613	-	16	-	-	714,322
Deferred Revenue	-	-	-	-	-	-	-	-	354,000	-	-	88,785	442,785
Deferred Revenue (CMO Fees)	-	-	-	-	-	-	-	-	-	-	-	877,349	877,349
Intercompany Balances Payable	400,000	2,180	-	14,692	-	-	-	-	4,004,054	453,894	33,498	3,276,840	8,185,157
Loans and other payables	2,800,000	25,006	-	-	-	-	-	-	2,090,706	52,750	151,806	11,111	5,131,379
Temporarily Restricted	58,876	54,436	54,341	52,408	53,216	51,109	52,741	57,367	51,190	51,854	51,160	-	588,698
Beginning Net Assets - Audited	2,168,342	939,822	742,489	414,413	802,057	423,448	784,763	2,819,297	1,890,917	446,684	584,794	35,643	12,052,669
Other Restatements	-	-	-	-	-	-	15,056	-	-	-	-	28,719	43,776
Net Income (Loss) to Date	(125,991)	182,346	84,160	281,995	60,887	239,643	(424,063)	94,574	(522,695)	(680,276)	331,671	33,902	(443,848)
Total Liabilities & Equity	\$ 5,348,860	\$ 1,237,446	\$ 861,168	\$ 787,768	\$ 998,291	\$ 925,700	\$ 1,187,290	\$ 3,071,781	\$ 7,945,950	\$ 707,833	\$1,200,006	\$ 4,709,480	\$ 28,981,573

Cash Flow Forecast

Forecasted ending cash balance is \$17,476,226, assuming the MSA-SA Prop 1D balance of \$13.3M is received in June



Uncategorized Revenue & Expenses

Uncategorized Revenue totals \$71,393 and Uncategorized Expenses Totals \$385,608. Home Office provided over \$400K in coding in April.

Site	Revenue	Expenses
MERF	\$10,892.20	\$194,298.18
MSA-1	\$27,323.61	\$22,983.60
MSA-2	\$1,972.96	\$10,611.41
MSA-3	\$25,641.72	\$10,898.73
MSA-4	\$100.00	\$19,662.17
MSA-5	\$447.00	\$5,782.54
MSA-6	\$0.00	\$6,203.16
MSA-7	\$21.65	\$24,868.36
MSA-8	\$4,583.71	\$53,839.48
MSA-SA	\$100.40	\$15,034.55
MSA-SC	\$0.00	\$499.91
MSA-SD	\$309.95	\$20,926.13
Total	\$71,393.20	\$385,608.22

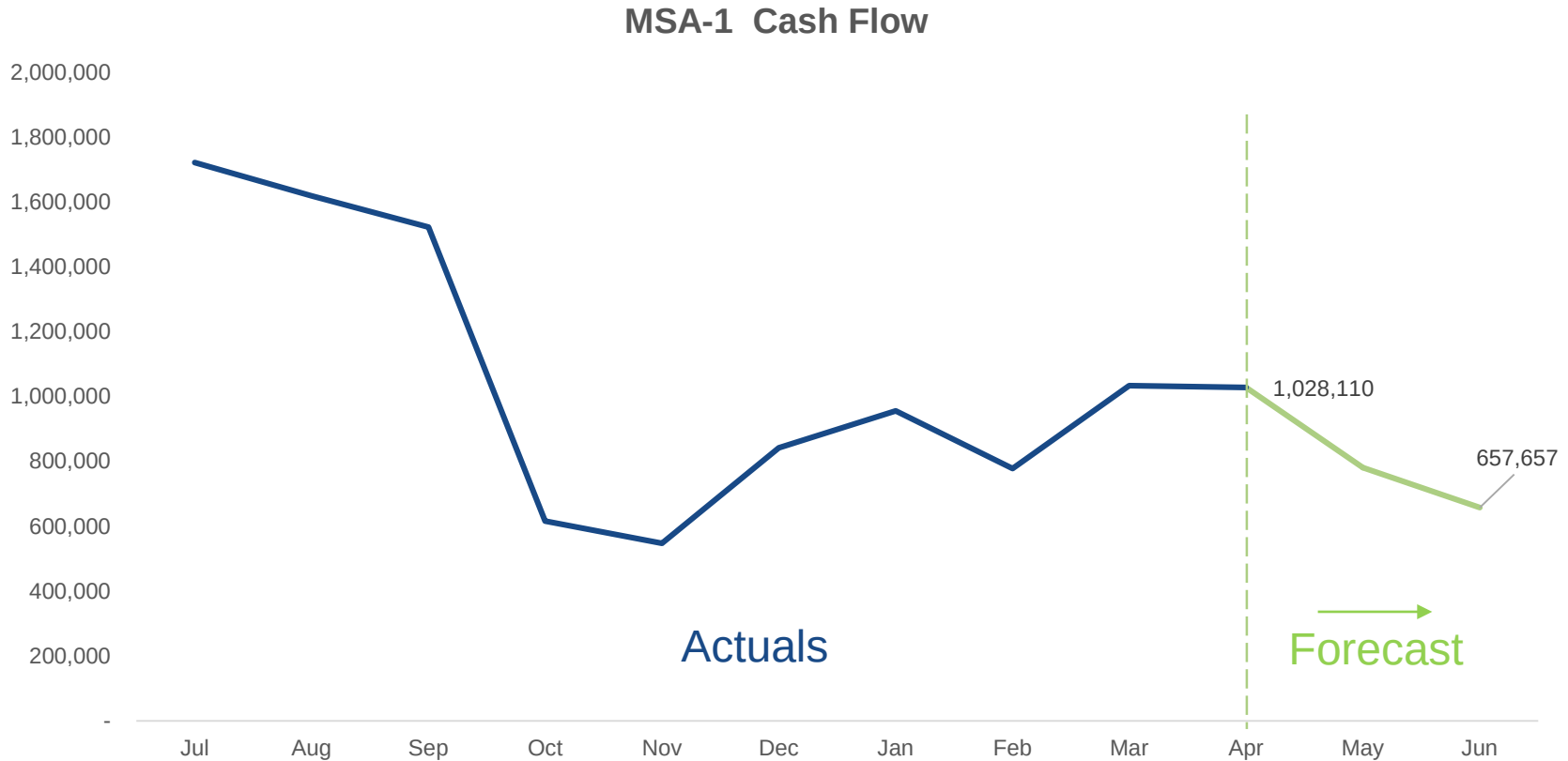
Total uncategorized has decreased by \$487,752 since the previous close. An additional \$176K in coding was received after the April close and will be included in May.



Exhibits

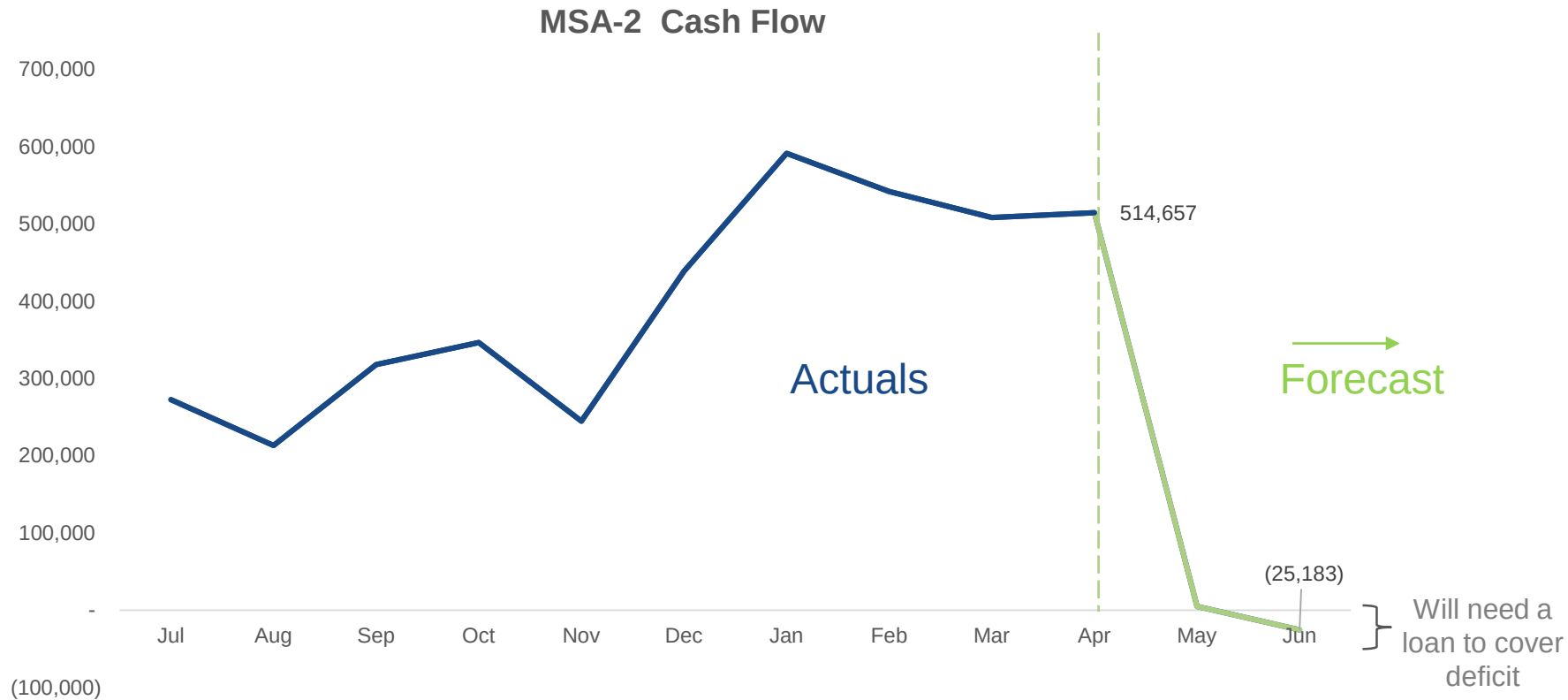
MSA-1 Cash Flow Forecast

Ending cash balance as of 4/30 was \$1,028,110, and forecasted ending cash balance as of 6/30 is \$657,657



MSA-2 Cash Flow Forecast

Ending cash balance as of 4/30 was \$514,657, and forecasted ending cash balance as of 6/30 is **(\$25,183)**



MSA-3 Cash Flow Forecast

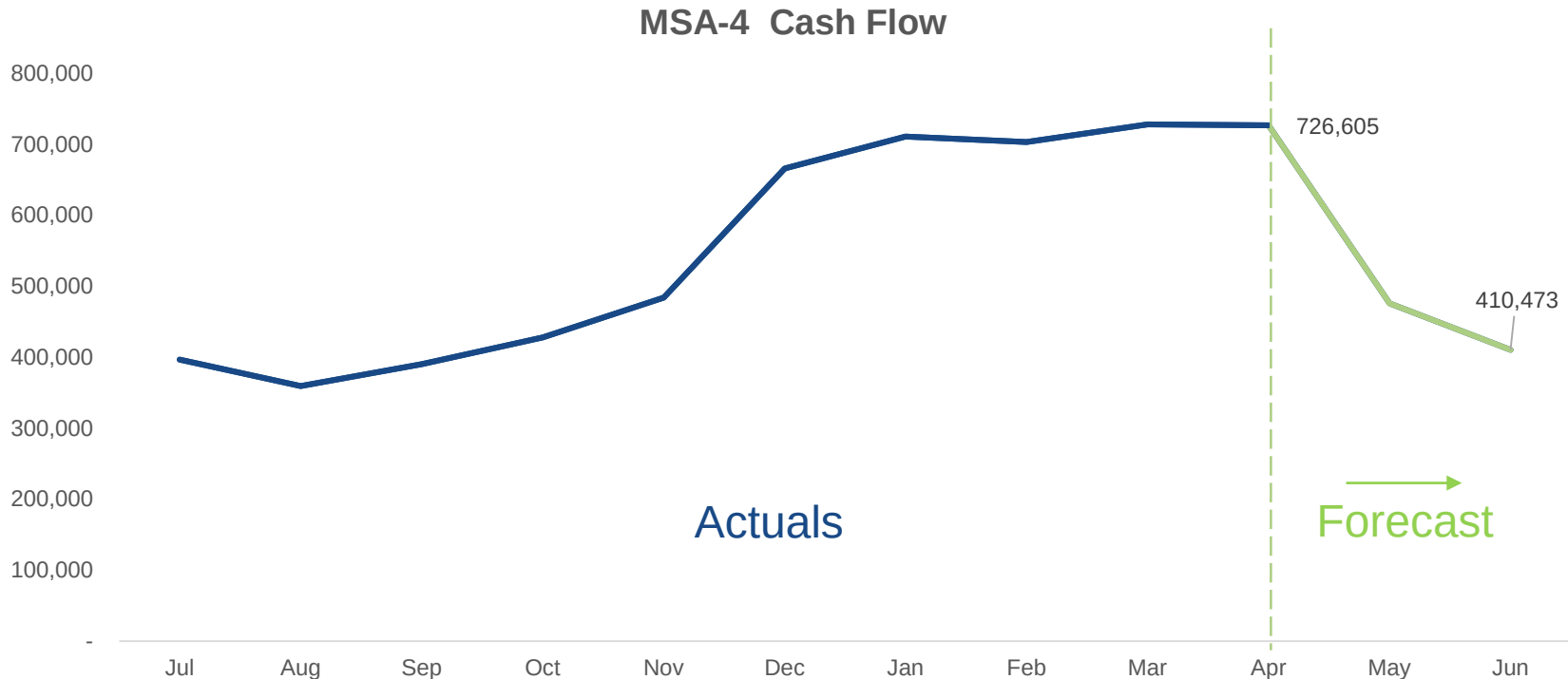
Ending cash balance as of 4/30 was \$267,038, and forecasted ending cash balance as of 6/30 is **(\$101,174)**

MSA-3 Cash Flow



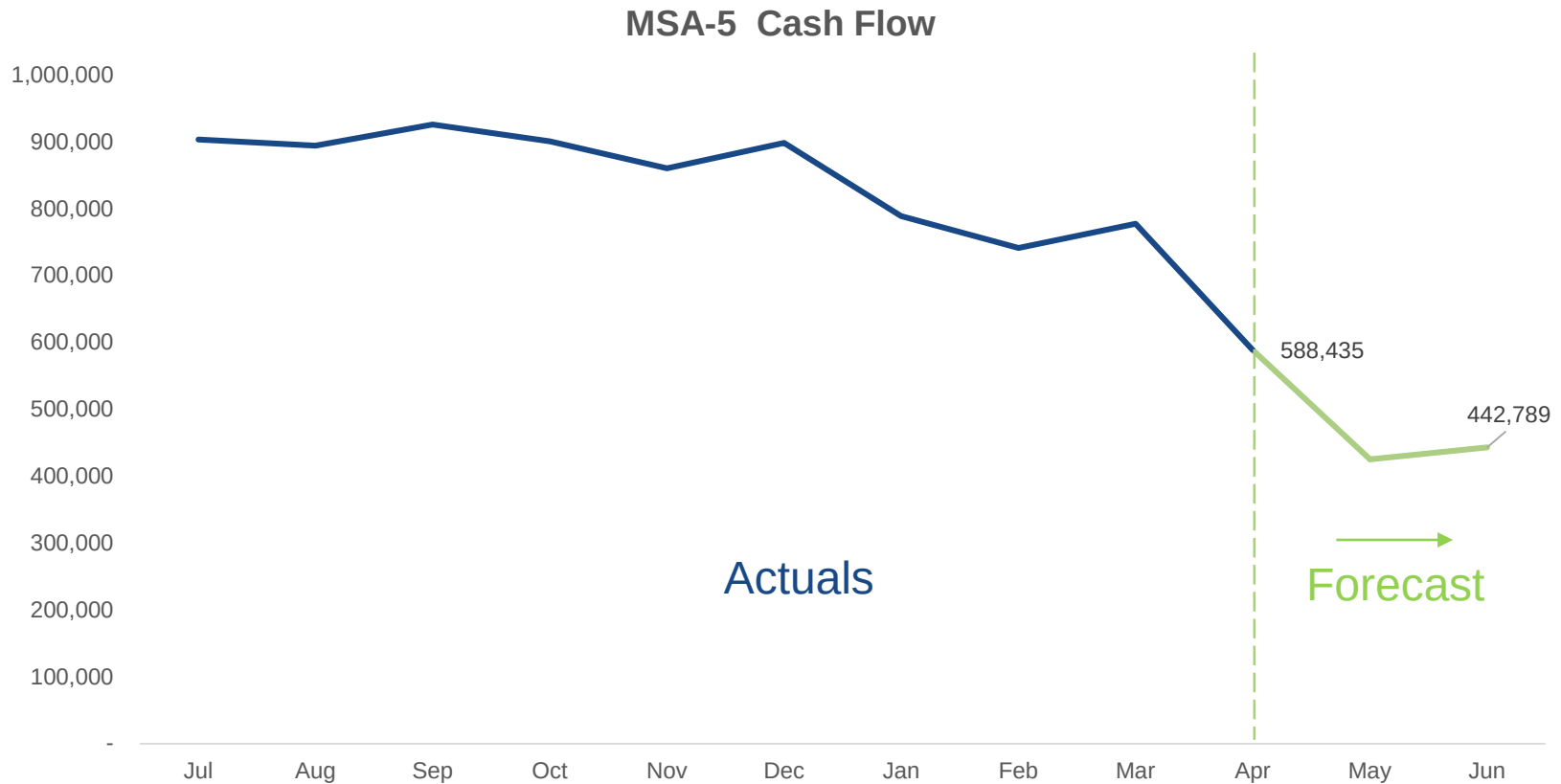
MSA-4 Cash Flow Forecast

Ending cash balance as of 4/30 was \$726,605, and forecasted ending cash balance as of 6/30 is \$410,473



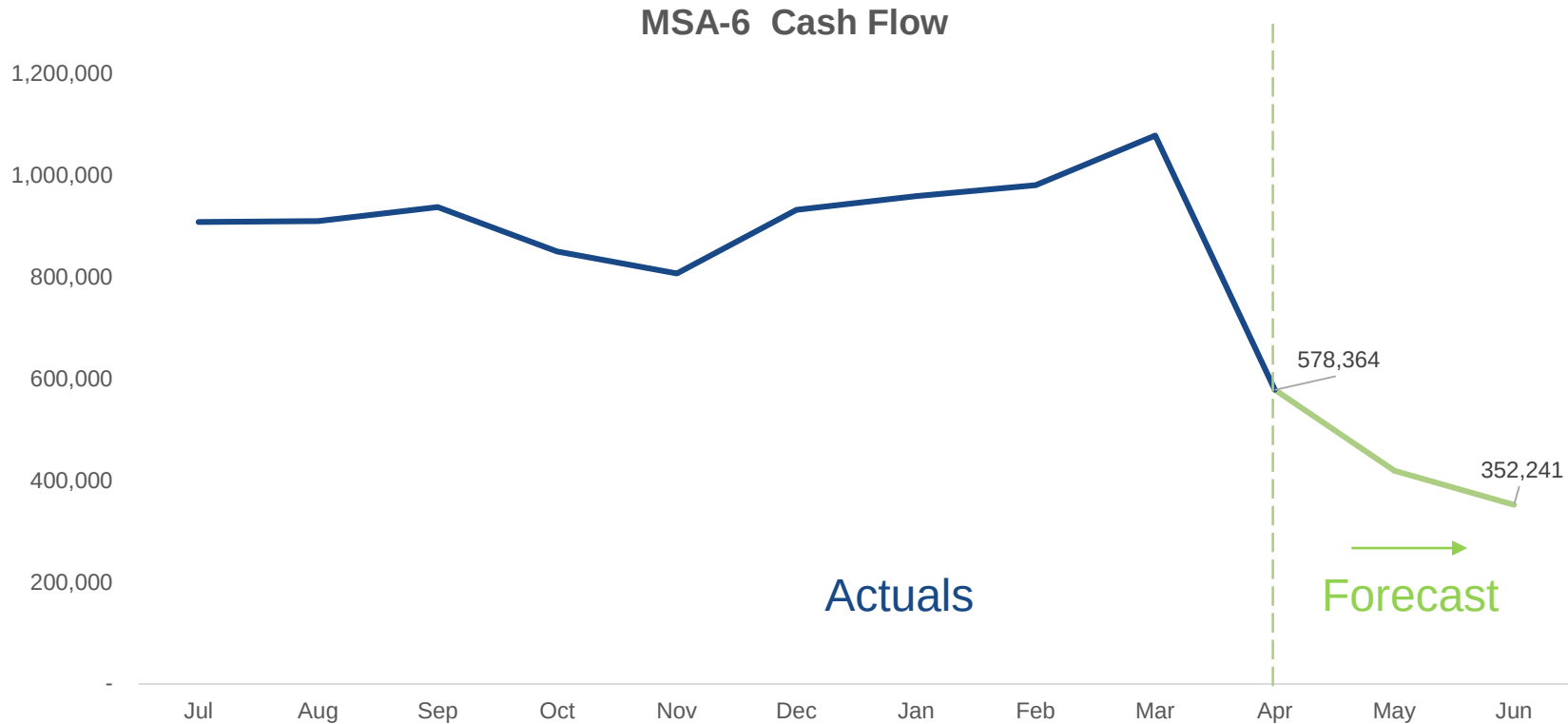
MSA-5 Cash Flow Forecast

Ending cash balance as of 4/30 was \$588,435, and forecasted ending cash balance as of 6/30 is \$442,789



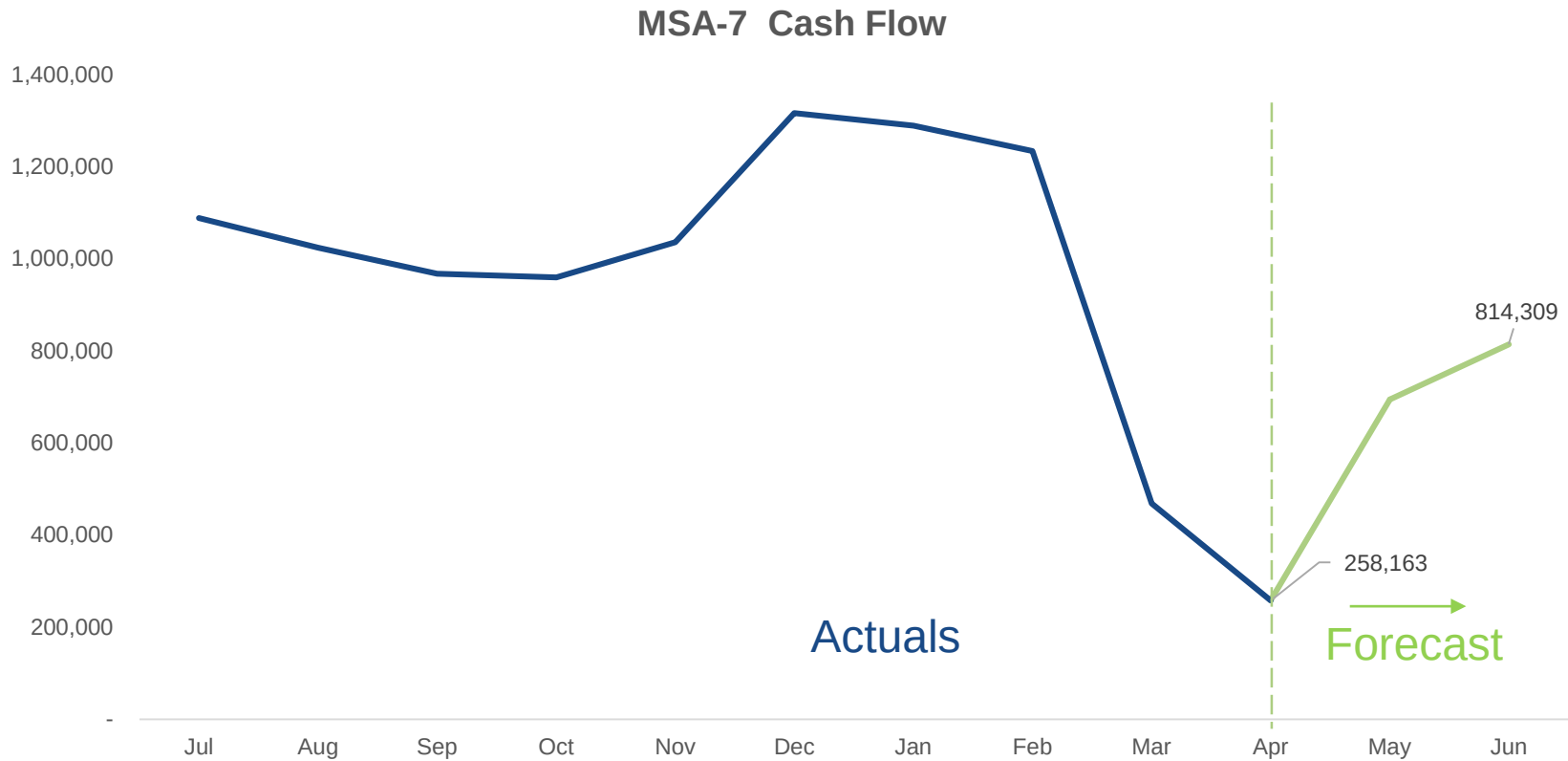
MSA-6 Cash Flow Forecast

Ending cash balance as of 4/30 was \$578,364, and forecasted ending cash balance as of 6/30 is \$352,241



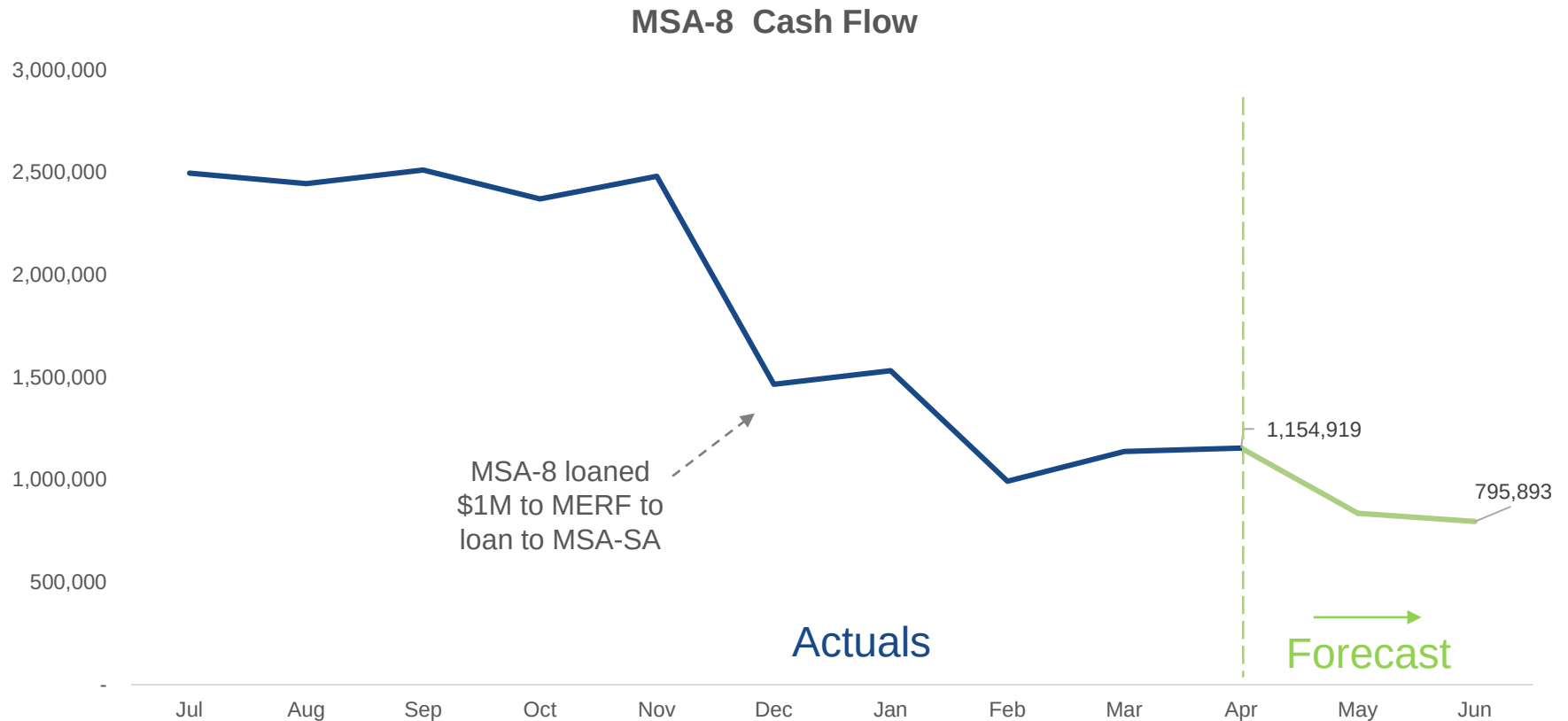
MSA-7 Cash Flow Forecast

Ending cash balance as of 4/30 was \$258,163, and forecasted ending cash balance as of 6/30 is \$814,309



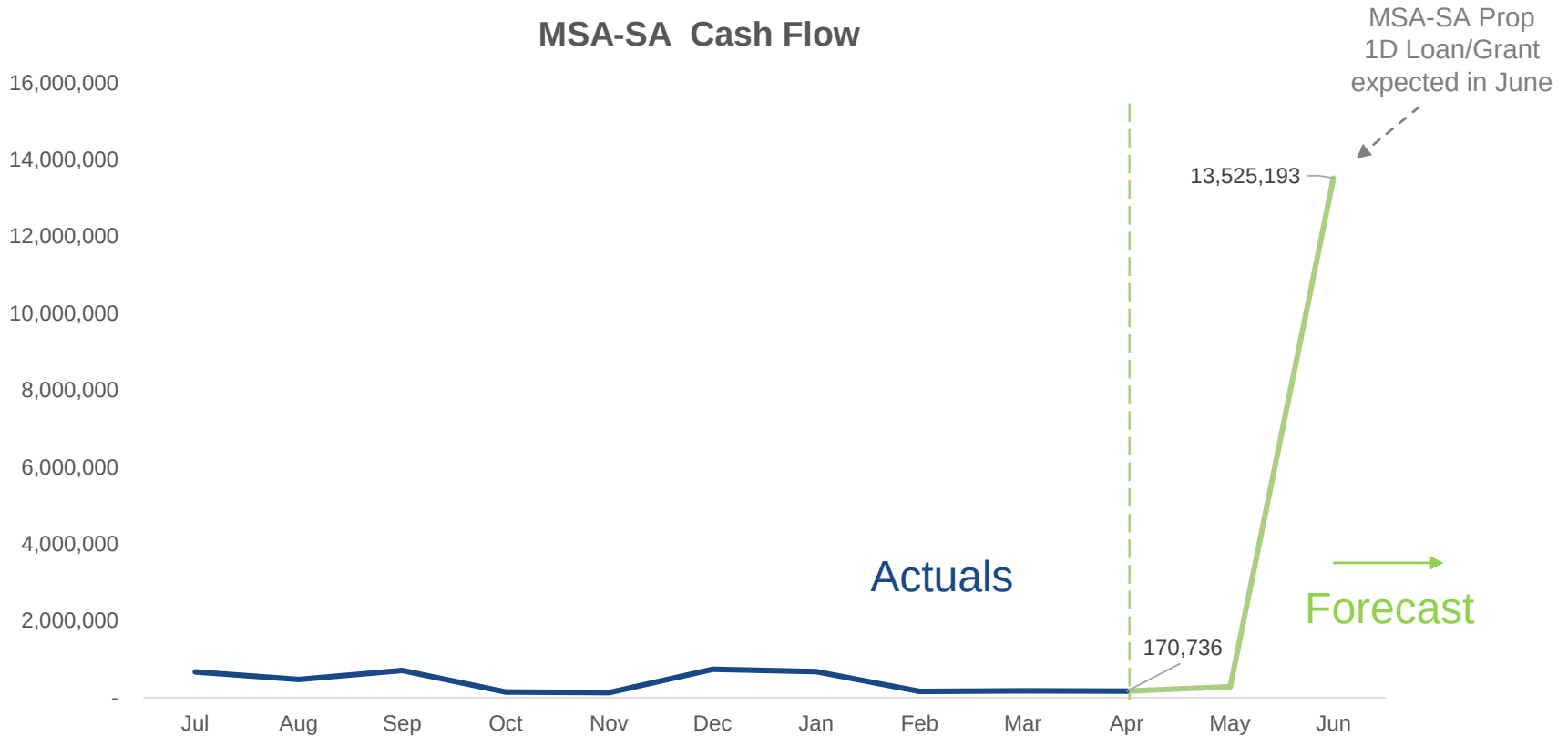
MSA-8 Cash Flow Forecast

Ending cash balance as of 4/30 was \$1,154,919, and forecasted ending cash balance as of 6/30 is \$795,893



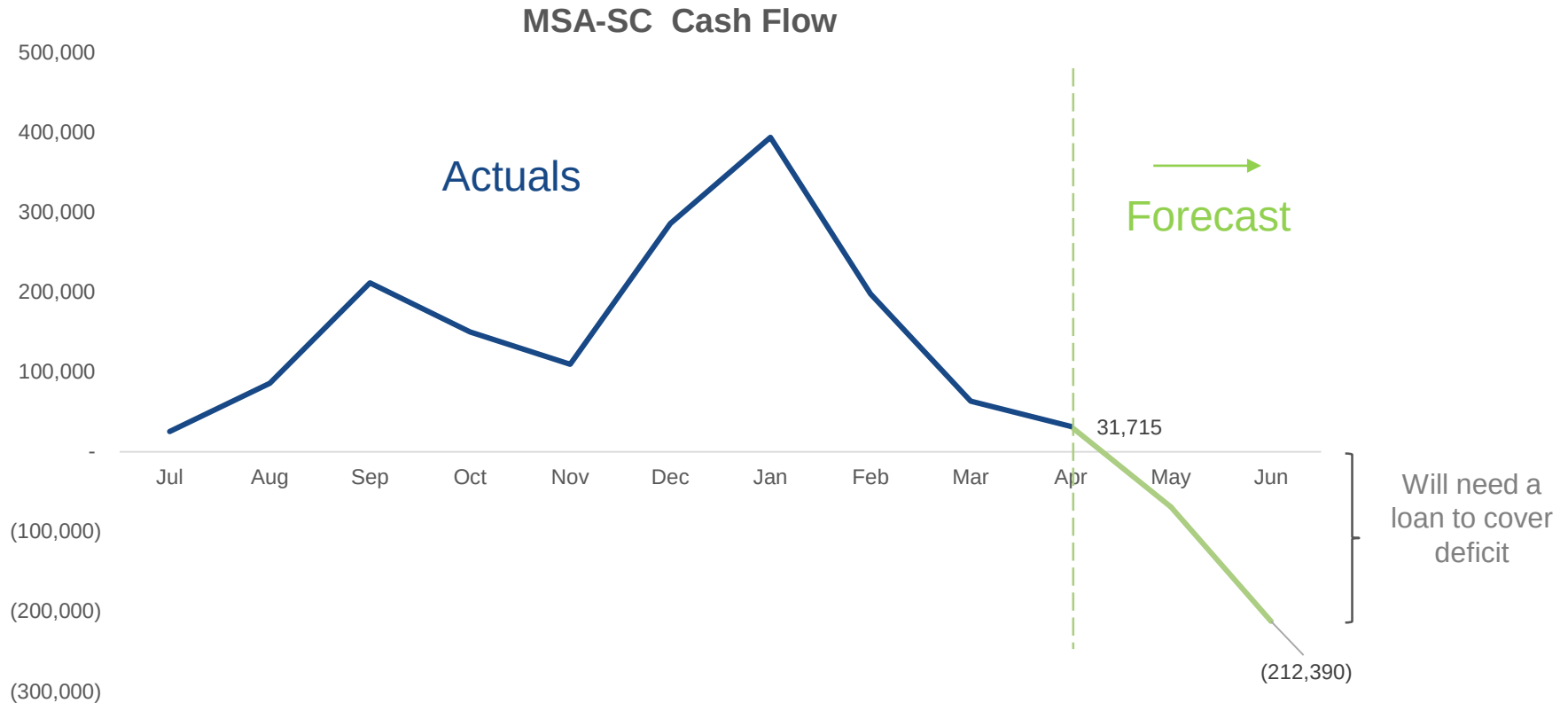
MSA-SA Cash Flow Forecast

Ending cash balance as of 4/30 was \$170,736, and forecasted ending cash balance as of 6/30 is \$13,525,193



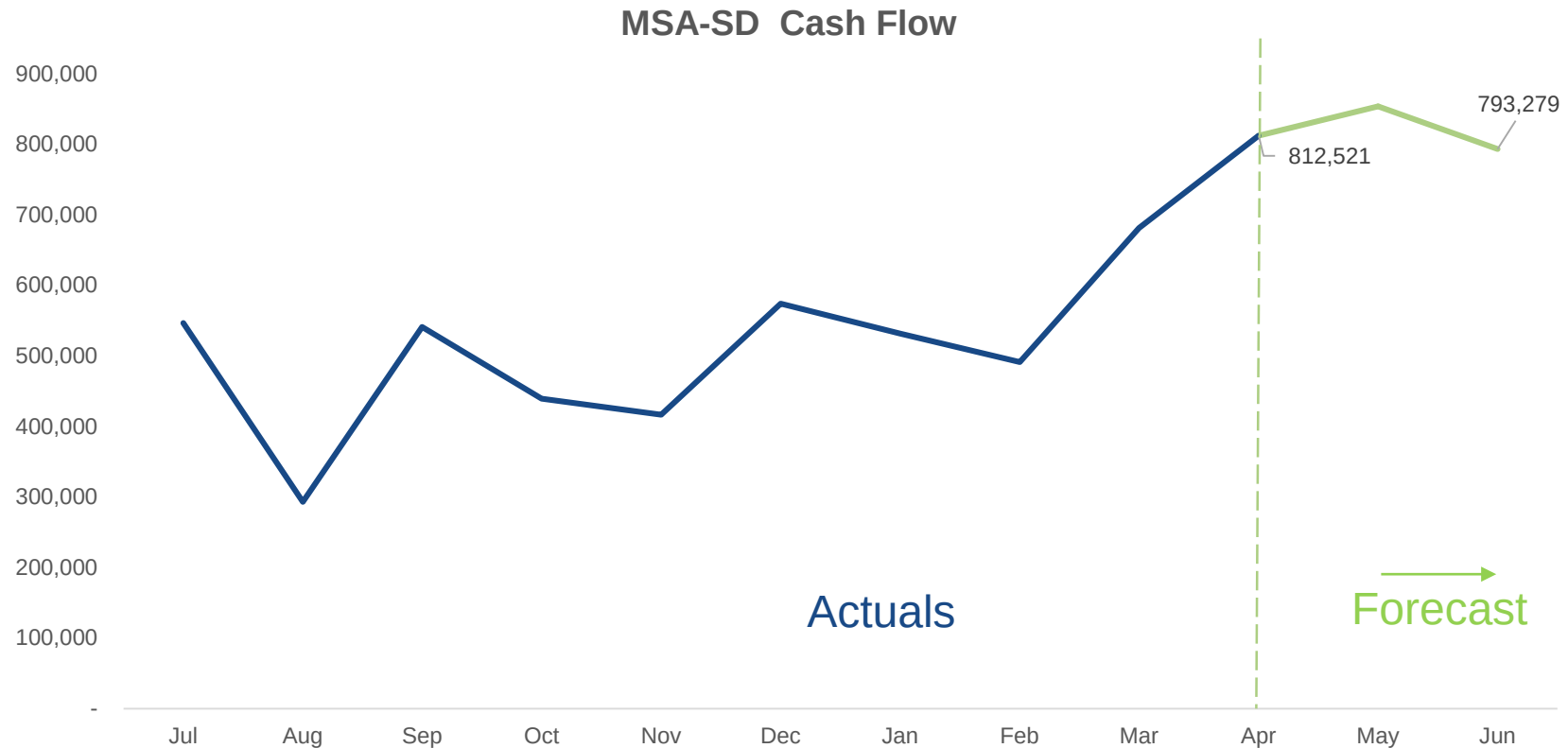
MSA-SC Cash Flow Forecast

Ending cash balance as of 4/30 was \$31,715, and forecasted ending cash balance as of 6/30 is **\$(212,390)**



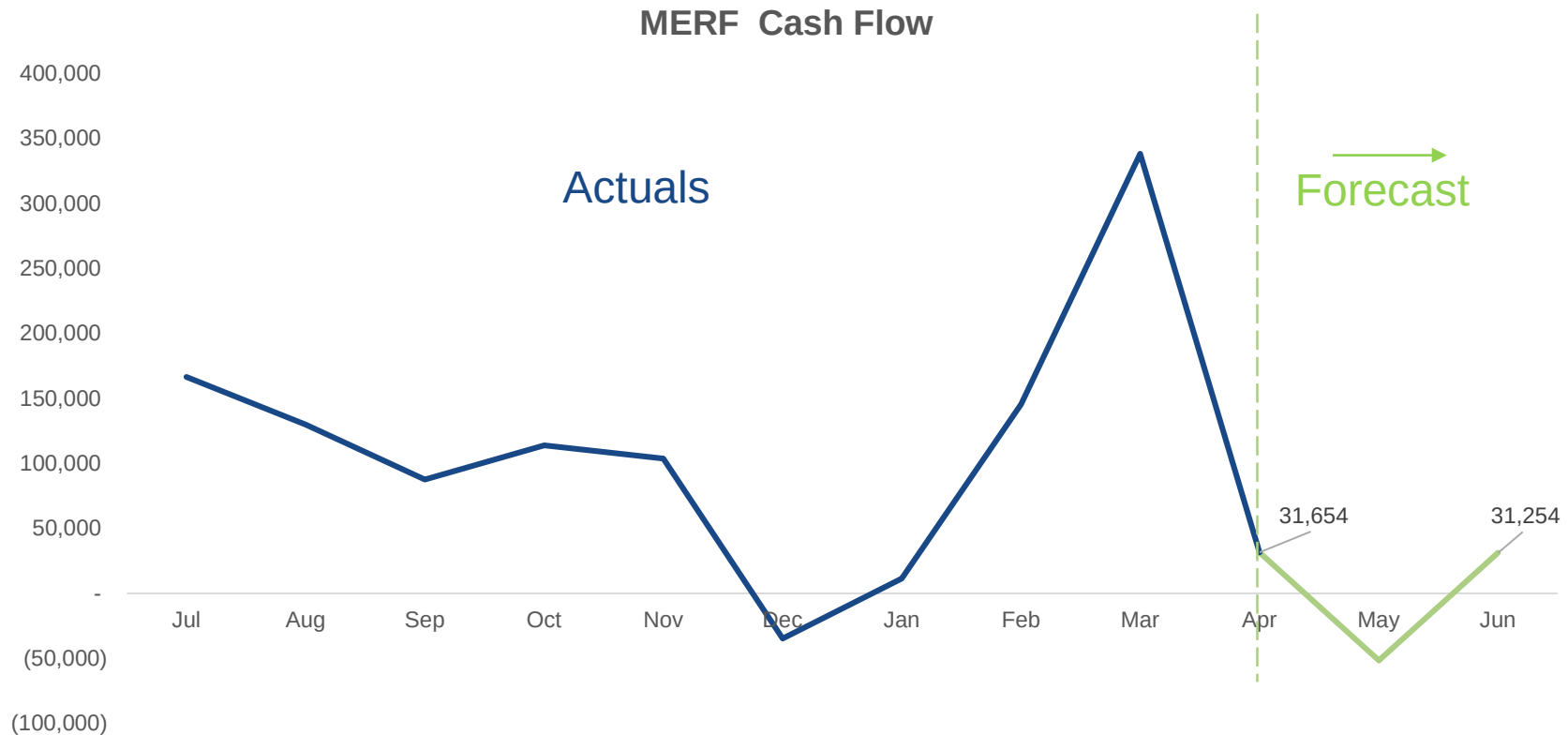
MSA-SD Cash Flow Forecast

Ending cash balance as of 4/30 was \$812,521, and forecasted ending cash balance as of 6/30 is \$793,279



MERF Cash Flow Forecast

Ending cash balance as of 4/30 was \$31,654, and forecasted ending cash balance as of 6/30 is \$31,254



Magnolia Science Academy 1

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs.					
		Actual		Budget			
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	% of Forecast Spent
SUMMARY							
Revenue							
General Block Grant		3,734,767	4,914,540	4,890,121	4,893,299	3,178	76%
Federal Revenue		380,002	737,286	781,664	667,409	(114,255)	57%
Other State Revenues		805,659	1,306,172	1,312,171	1,300,341	(11,830)	62%
Local Revenues		78,703	34,000	57,577	59,077	1,500	133%
Fundraising and Grants		51,800	35,000	47,250	52,750	5,500	98%
Total Revenue		5,050,931	7,026,998	7,088,783	6,972,876	(115,907)	72%
Expenses							
Compensation and Benefits		2,629,778	3,164,092	3,286,728	3,313,523	(26,795)	79%
Books and Supplies		450,136	928,664	937,385	794,000	143,385	57%
Services and Other Operating Expenditures		2,097,009	2,705,608	2,492,828	2,576,879	(84,051)	81%
Capital Outlay		3,800,000	10,400	3,800,000	3,800,000	-	100%
Total Expenses		8,976,923	6,808,765	10,516,940	10,484,401	32,539	86%
Operating Income (includes CapEx, excludes Depreciatic		(3,925,991)	218,234	(3,428,157)	(3,511,525)	(83,368)	414,466
<i>Operating Income (including Depreciation)</i>		(125,991)	152,066	295,276	211,907	(83,368)	337,899
Fund Balance							
Beginning Balance (Unaudited)		2,101,135	2,101,135	2,101,135	2,101,135		100%
Audit Adjustment		126,083	-	126,083	126,083		100%
Beginning Balance (Audited)		2,227,218	2,101,135	2,227,218	2,227,218		100%
Operating Income (including Depreciation)		(125,991)	152,066	295,276	211,907		
Ending Fund Balance (including Depreciation)		2,101,227	2,253,201	2,522,494	2,439,125		86%
Total ADA			525.7	518.8	518.8	0	

Magnolia Science Academy 1

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs.						
		Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	2,322,920	3,274,065	3,139,568	3,137,822	(1,746)	814,902	74%
8012	Education Protection Account Entitlement	585,031	775,753	765,454	770,378	4,924	185,347	76%
8096	Charter Schools in Lieu of Property Taxes	826,816	864,721	985,099	985,099	-	158,283	84%
		3,734,767	4,914,540	4,890,121	4,893,299	3,178	1,158,532	76%
8100 Federal Revenue								
8181	Special Education - Entitlement	86,307	104,444	103,057	103,057	-	16,750	84%
8220	Child Nutrition Programs	117,295	378,550	378,550	264,295	(114,255)	147,000	44%
8291	Title I	108,732	202,757	202,757	202,757	-	94,025	54%
8292	Title II	1,919	8,035	8,035	8,035	-	6,116	24%
8293	Title III	18,468	41,984	41,984	41,984	-	23,516	44%
8297	PY Federal - Not Accrued	47,281	1,516	47,281	47,281	-	-	100%
SUBTOTAL - Federal Income		380,002	737,286	781,664	667,409	(114,255)	287,407	57%
8300 Other State Revenues								
8319	Other State Apportionments - Prior Years	28,391	1,322	28,165	28,391	227	0	100%
8381	Special Education - Entitlement (State)	254,279	294,267	290,360	290,360	-	36,082	88%
8520	Child Nutrition - State	10,191	34,648	34,648	22,591	(12,057)	12,400	45%
8545	School Facilities Apportionments	-	394,305	379,516	379,516	-	379,516	0%
8550	Mandated Cost Reimbursements	282,642	14,884	285,285	285,285	-	2,643	99%
8560	State Lottery Revenue	44,854	95,159	93,896	93,896	-	49,041	48%
8590	All Other State Revenue	50,302	321,588	50,302	50,302	-	-	100%
8593	ASES	135,000	150,000	150,000	150,000	-	15,000	90%
SUBTOTAL - Other State Income		805,659	1,306,172	1,312,171	1,300,341	(11,830)	494,681	62%
8600 Other Local Revenue								
8634	Food Service Sales	6,023	5,000	5,500	7,000	1,500	977	86%

Magnolia Science Academy 1

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs.						
		Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8636	Uniforms	7,329	10,000	10,000	10,000	-	2,671	73%
8690	Other Local Revenue	14,950	19,000	19,000	19,000	-	4,050	79%
8714	Opt3 Grants	20,507	-	20,507	20,507	-	-	100%
8720	Refunds	2,570	-	2,570	2,570	-	-	100%
8999	Uncategorized Revenue	27,324	-	-	-	-	(27,324)	
SUBTOTAL - Local Revenues		78,703	34,000	57,577	59,077	1,500	(19,626)	133%

Magnolia Science Academy 1

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8800	Donations/Fundraising							
8802	Donations - Private	2,420	-	1,250	2,750	1,500	330	88%
8803	Fundraising	49,379	35,000	46,000	50,000	4,000	621	99%
SUBTOTAL - Fundraising and Grants		51,800	35,000	47,250	52,750	5,500	950	98%
TOTAL REVENUE		5,050,931	7,026,998	7,088,783	6,972,876	(115,907)	1,921,945	72%
EXPENSES							-	
Compensation & Benefits								
Certificated Employees Summary								
1100	Teachers Salaries	1,449,208	1,757,093	1,814,531	1,814,531	-	365,323	80%
1300	Certificated Supervisor & Administrator Salaries	304,484	378,034	392,680	392,680	-	88,195	78%
SUBTOTAL - Certificated Employees		1,753,692	2,135,127	2,207,211	2,207,211	-	453,518	79%
Classified Employees Summary								
2400	Classified Clerical & Office Salaries	117,882	164,213	164,213	164,213	-	46,332	72%
2900	Classified Other Salaries	185,621	175,674	203,974	227,014	(23,040)	41,393	82%
SUBTOTAL - Classified Employees		303,503	339,887	368,187	391,227	(23,040)	87,724	78%
Employee Benefits								
3100	STRS	183,235	223,057	230,436	230,436	-	47,201	80%
3200	PERS	15,648	18,900	22,987	23,387	(400)	7,740	67%
3300	OASDI-Medicare-Alternative	50,171	60,164	64,370	66,132	(1,763)	15,961	76%
3400	Health & Welfare Benefits	273,543	307,500	310,625	310,625	-	37,082	88%
3500	Unemployment Insurance	26,579	32,281	34,431	35,725	(1,293)	9,146	74%
3600	Workers Comp Insurance	23,407	32,175	33,480	33,780	(300)	10,373	69%
3900	Other Employee Benefits	-	15,000	15,000	15,000	-	15,000	0%

Magnolia Science Academy 1

Budget vs. Actuals

As of most recent monthly close-April 2016

	Budget vs.		Budget			
	Actual					
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining % of Forecast Spent
SUBTOTAL - Employee Benefits	572,583	689,078	711,330	715,085	(3,755)	142,502 80%

Magnolia Science Academy 1

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs.		Budget				
		Actual						
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
4000	Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	178,953	250,000	229,000	229,000	-	50,047	78%
4200	Books & Other Reference Materials	2,274	26,000	26,000	16,300	9,700	14,026	14%
4315	Custodial Supplies	4,216	34,000	34,000	34,000	-	29,784	12%
4320	Educational Software	15,219	32,850	32,850	32,850	-	17,631	46%
4325	Instructional Materials & Supplies	20,506	5,150	15,150	22,650	(7,500)	2,144	91%
4326	Art & Music Supplies	3,070	5,000	5,000	5,000	-	1,930	61%
4330	Office Supplies	11,414	29,500	29,308	29,308	-	17,894	39%
4340	Professional Development Supplies	2,944	1,000	1,000	3,200	(2,200)	256	92%
4345	Non Instructional Student Materials & Supplies	10,944	45,000	44,600	44,600	-	33,656	25%
4346	Teacher Supplies	432	500	500	500	-	68	86%
4350	Uniforms	1,361	-	1,400	1,400	-	39	97%
4351	Yearbook	192	-	192	192	-	0	100%
4400	Noncapitalized Equipment	-	70,000	62,000	62,000	-	62,000	0%
4410	Classroom Furniture, Equipment & Supplies	7,237	5,000	8,000	8,000	-	763	90%
4420	Computers (individual items less than \$5k)	11,075	13,187	34,187	34,187	-	23,112	32%
4430	Non Classroom Related Furniture, Equipment & Supplies	5,921	1,813	6,813	6,813	-	892	87%
4700	Food	170,690	409,664	403,885	260,000	143,885	89,310	66%
4720	Other Food	3,688	-	3,500	4,000	(500)	312	92%

Magnolia Science Academy 1

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs.		Budget			
		Actual					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	% of Forecast Spent
SUBTOTAL - Books and Supplies		450,136	928,664	937,385	794,000	143,385	57%
5000	Services & Other Operating Expenses						
5101	Shared Management Fee - CMO	873,103	873,103	873,103	898,657	(25,554)	97%
5200	Travel & Conferences	(0)	36,768	-	-	-	0
5210	Conference Fees	2,813	3,000	31,768	32,477	(709)	9%
5215	Travel - Mileage, Parking, Tolls	1,590	500	2,000	2,000	-	80%
5220	Travel and Lodging	6,285	-	6,500	6,500	-	97%
5300	Dues & Memberships	7,286	7,854	7,854	7,854	-	93%
5450	Insurance - Other	27,127	41,250	27,127	27,127	(0)	100%
5500	Operations & Housekeeping	44,667	29,400	28,400	49,185	(20,785)	91%
5510	Utilities - Gas and Electric	48,989	42,600	54,000	54,000	-	91%
5605	Equipment Leases	7,869	24,000	20,439	20,439	-	38%
5610	Rent	376,631	600,000	506,021	506,021	-	74%
5615	Repairs and Maintenance - Building	52,341	35,000	57,300	57,300	-	91%
5617	Repairs and Maintenance - Other Equipment	8,473	1,000	4,300	8,600	(4,300)	99%
5803	Accounting Fees	-	5,000	5,000	5,000	-	0%
5809	Banking Fees	160	1,500	1,500	1,500	-	11%
5813	School Programs - After School Program	16,500	150,000	23,264	23,264	-	71%
5814	School Programs - Academic Competitions	1,703	100	1,600	3,600	(2,000)	47%
5819	School Programs - Other	22,365	49,900	48,400	46,400	2,000	48%
5820	Consultants - Non Instructional	7,990	24,000	14,000	14,000	-	57%
5822	Other Professional Services	57,821	69,000	66,725	66,725	-	87%
5824	District Oversight Fees	40,781	49,145	48,901	48,933	(32)	83%
5830	Field Trips Expenses	26,515	20,000	19,286	26,786	(7,500)	99%
5843	Interest - Loans Less than 1 Year	102,122	283,876	122,344	122,344	-	83%

Magnolia Science Academy 1

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs.						
		Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5845	Legal Fees	4,095	20,000	20,000	20,000	-	15,905	20%
5848	Licenses and Other Fees	19,371	-	19,372	19,372	-	1	100%
5851	Marketing and Student Recruiting	1,655	18,000	18,000	18,000	-	16,345	9%
5857	Payroll Fees	14,335	3,366	18,775	18,775	-	4,440	76%
5861	Prior Yr Exp (not accrued)	39,781	1,502	73,012	73,012	-	33,232	54%
5863	Professional Development	35,335	86,900	86,900	86,900	-	51,565	41%
5869	Special Education Contract Instructors	41,604	50,000	58,192	58,192	-	16,588	71%
5872	Special Education Encroachment	68,117	79,742	78,683	78,683	-	10,566	87%
5884	Substitutes	12,110	54,280	54,280	54,280	-	42,170	22%
5885	Tutor	-	-	-	-	-	-	
5887	Technology Services	71,727	28,200	71,000	76,360	(5,360)	4,633	94%
5893	Transportation - Student	1,460	1,000	1,714	1,714	-	255	85%
5898	Bad Debt Expense	19,811	-	-	19,811	(19,811)	0	100%
5899	Miscellaneous Operating Expenses	22,984	-	-	-	-	(22,984)	
5900	Communications	7,435	9,600	17,100	17,100	-	9,665	43%
5915	Postage and Delivery	4,060	6,022	5,967	5,967	-	1,907	68%
SUBTOTAL - Services & Other Operating Exp.		2,097,009	2,705,608	2,492,828	2,576,879	(84,051)	479,870	81%
6000	Capital Outlay							
6200	Buildings & Improvement of Buildings	3,800,000	10,400	3,800,000	3,800,000	-	-	100%
SUBTOTAL - Capital Outlay		3,800,000	10,400	3,800,000	3,800,000	-	-	100%
TOTAL EXPENSES		8,976,923	6,808,765	10,516,940	10,484,401	32,539	1,507,479	86%
Depreciation Calculation								
6900	Total Depreciation (includes Prior Years)	-	76,567	76,567	76,567	-	76,567	0%
TOTAL EXPENSES including Depreciation		5,176,923	6,874,932	6,793,508	6,760,969	32,539	1,584,046	77%

Magnolia Science Academy 2

Budget vs. Actuals

As of most recent monthly close-April 2016

	Budget vs. Actual		Budget				
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY							
Revenue							
General Block Grant	3,112,947	4,221,852	4,097,404	4,100,075	2,671	987,128	76%
Federal Revenue	211,893	297,775	302,192	302,192	-	90,298	70%
Other State Revenues	553,605	643,821	632,772	633,174	402	79,570	87%
Local Revenues	89,126	99,256	122,675	122,675	-	33,550	73%
Fundraising and Grants	19,289	25,000	25,000	25,000	-	5,711	77%
Total Revenue	3,986,860	5,287,703	5,180,044	5,183,117	3,073	1,196,256	77%
Expenses							
Compensation and Benefits	2,066,352	2,472,466	2,491,556	2,492,056	(500)	425,704	83%
Books and Supplies	385,464	683,524	512,844	559,844	(47,000)	174,380	69%
Services and Other Operating Expenditures	1,352,698	1,789,873	1,786,962	1,969,065	(182,102)	616,366	69%
Capital Outlay	175,778	-	175,778	175,778	-	-	100%
Total Expenses	3,980,292	4,945,863	4,967,141	5,196,743	(229,602)	1,216,451	77%
Operating Income (excluding Depreciation)	6,568	341,841	212,903	(13,627)	(226,529)	(20,195)	
<i>Operating Income (including Depreciation)</i>	182,346	307,117	327,558	101,029	(226,529)	(81,317)	
Fund Balance							
Beginning Balance (Unaudited)	987,700	987,700	987,700	987,700			100%
Audit Adjustment	6,559	-	6,559	6,559			100%
Beginning Balance (Audited)	994,259	987,700	994,259	994,259			100%
Operating Income (including Depreciation)	182,346	307,117	327,558	101,029			
Ending Fund Balance (including Depreciation)	1,176,605	1,294,817	1,321,817	1,095,288			107%
Total ADA		472.9	458.8	458.8	0		

Magnolia Science Academy 2

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Budget						
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	1,874,368	2,761,831	2,564,155	2,562,568	(1,587)	688,200	73%
8012	Education Protection Account Entitlement	508,679	682,251	661,973	666,231	4,258	157,552	76%
8096	Charter Schools in Lieu of Property Taxes	729,900	777,771	871,276	871,276	-	141,376	84%
		3,112,947	4,221,852	4,097,404	4,100,075	2,671	987,128	76%
8100 Federal Revenue								
8181	Special Education - Entitlement	76,122	93,941	91,149	91,149	-	15,027	84%
8291	Title I	132,134	128,406	132,134	132,134	-	-	100%
8292	Title II	1,920	-	1,920	1,920	-	-	100%
8293	Title III	156	1,131	1,131	1,131	-	975	14%
8296	Other Federal Revenue	-	74,297	74,297	74,297	-	74,297	0%
8297	PY Federal - Not Accrued	1,561	-	1,561	1,561	-	-	100%
SUBTOTAL - Federal Income		211,893	297,775	302,192	302,192	-	90,298	70%
8300 Other State Revenues								
8319	Other State Apportionments - Prior Years	11,720	335	11,318	11,720	402	-	100%
8381	Special Education - Entitlement (State)	224,271	264,678	256,811	256,811	-	32,539	87%
8382	Special Education Reimbursement (State)	-	10,012	-	-	-	-	
8550	Mandated Cost Reimbursements	240,222	11,895	242,484	242,484	-	2,262	99%
8560	State Lottery Revenue	38,278	85,590	83,046	83,046	-	44,769	46%
8590	All Other State Revenue	39,113	271,310	39,113	39,113	-	-	100%
SUBTOTAL - Other State Income		553,605	643,821	632,772	633,174	402	79,570	87%
8600 Other Local Revenue								
8636	Uniforms	9,478	30,000	30,000	30,000	-	20,522	32%
8639	All Other Sales	300	-	300	300	-	-	100%
8682	Summer Program	43,951	43,951	43,951	43,951	-	-	100%
8690	Other Local Revenue	20,881	10,000	20,881	20,881	-	-	100%
8693	Field Trips	-	15,000	15,000	15,000	-	15,000	0%

Magnolia Science Academy 2

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Budget						
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8714	Opt3 Grants	12,238	-	12,238	12,238	-	0	100%
8720	Refunds	305	305	305	305	-	-	100%
8999	Uncategorized Revenue	1,973	-	-	-	-	(1,973)	
SUBTOTAL - Local Revenues		89,126	99,256	122,675	122,675	-	33,550	73%
8800 Donations/Fundraising								
8802	Donations - Private	543	100	550	550	-	7	99%
8803	Fundraising	18,746	24,900	24,450	24,450	-	5,704	77%
SUBTOTAL - Fundraising and Grants		19,289	25,000	25,000	25,000	-	5,711	77%
TOTAL REVENUE		3,986,860	5,287,703	5,180,044	5,183,117	3,073	1,196,256	77%

Magnolia Science Academy 2

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
EXPENSES							-	
Compensation & Benefits								
Certificated Employees Summary								
1100	Teachers Salaries	1,135,126	1,472,237	1,346,710	1,346,710	-	211,584	84%
1300	Certificated Supervisor & Administrator Salaries	256,883	234,598	308,534	308,534	-	51,652	83%
SUBTOTAL - Certificated Employees		1,392,008	1,706,835	1,655,244	1,655,244	-	263,236	84%
Classified Employees Summary								
2400	Classified Clerical & Office Salaries	106,136	165,006	166,021	166,021	-	59,885	64%
2900	Classified Other Salaries	110,662	59,766	127,286	127,286	-	16,624	87%
SUBTOTAL - Classified Employees		216,798	224,772	293,308	293,308	-	76,509	74%
3000	Employee Benefits							
3100	STRS	145,916	177,177	176,159	176,159	-	30,243	83%
3200	PERS	17,718	22,900	23,020	23,020	-	5,302	77%
3300	OASDI-Medicare-Alternative	35,795	45,047	47,645	47,645	-	11,849	75%
3400	Health & Welfare Benefits	237,501	266,663	266,875	266,875	-	29,374	89%
3500	Unemployment Insurance	1,338	961	974	1,474	(500)	136	91%
3600	Workers Comp Insurance	19,277	25,111	25,331	25,331	-	6,055	76%
3900	Other Employee Benefits	-	3,000	3,000	3,000	-	3,000	0%
SUBTOTAL - Employee Benefits		457,545	540,859	543,004	543,504	(500)	85,959	84%

Magnolia Science Academy 2

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
4000	Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	237,884	260,000	315,701	373,201	(57,500)	135,317	64%
4200	Books & Other Reference Materials	4,438	30,000	7,874	6,574	1,300	2,136	68%
4315	Custodial Supplies	-	6,000	6,000	1,000	5,000	1,000	0%
4320	Educational Software	22,782	10,000	29,622	24,622	5,000	1,840	93%
4325	Instructional Materials & Supplies	20,663	13,500	20,558	20,858	(300)	195	99%
4326	Art & Music Supplies	1,183	1,500	1,500	1,500	-	318	79%
4330	Office Supplies	23,966	25,000	25,000	25,000	-	1,034	96%
4335	PE Supplies	1,146	1,000	1,300	1,300	-	154	88%
4340	Professional Development Supplies	3,348	2,000	2,300	4,300	(2,000)	952	78%
4345	Non Instructional Student Materials & Supplies	9,347	34,000	9,508	9,508	-	161	98%
4346	Teacher Supplies	995	250	250	1,250	(1,000)	255	80%
4350	Uniforms	494	500	500	500	-	6	99%
4400	Noncapitalized Equipment	-	15,000	4,138	638	3,500	638	0%
4410	Classroom Furniture, Equipment & Supplies	16,067	25,000	17,000	17,000	-	933	95%
4420	Computers (individual items less than \$5k)	2,834	160,968	2,834	2,834	-	-	100%
4430	Non Classroom Related Furniture, Equipment & S	4,080	-	4,052	5,052	(1,000)	972	81%
4700	Food	34,920	97,562	62,964	62,964	-	28,044	55%
4720	Other Food	1,317	1,244	1,744	1,744	-	427	76%
SUBTOTAL - Books and Supplies		385,464	683,524	512,844	559,844	(47,000)	174,380	69%

Magnolia Science Academy 2

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5000	Services & Other Operating Expenses							
5101	Shared Management Fee - CMO	873,103	873,103	873,103	1,077,532	(204,429)	204,429	81%
5200	Travel & Conferences	2,287	8,038	7,838	7,838	-	5,551	29%
5210	Conference Fees	2,553	30,714	26,638	6,638	20,000	4,085	38%
5215	Travel - Mileage, Parking, Tolls	1,765	200	2,976	2,976	-	1,211	59%
5220	Travel and Lodging	5,483	-	1,500	6,500	(5,000)	1,017	84%
5300	Dues & Memberships	5,453	6,000	6,000	6,000	-	547	91%
5450	Insurance - Other	23,503	37,125	22,357	23,504	(1,147)	1	100%
5500	Operations & Housekeeping	117	8,400	1,400	1,400	-	1,283	8%
5605	Equipment Leases	5,007	14,400	14,400	9,400	5,000	4,393	53%
5610	Rent	-	144,000	139,606	139,606	-	139,606	0%
5615	Repairs and Maintenance - Building	6,249	5,000	5,000	90,500	(85,500)	84,251	7%
5617	Repairs and Maintenance - Other Equipment	2,658	1,000	3,000	3,000	-	342	89%
5803	Accounting Fees	-	8,345	8,345	8,345	-	8,345	0%
5809	Banking Fees	160	1,000	1,000	1,000	-	841	16%
5813	School Programs - After School Program	2,496	1,105	3,605	3,605	-	1,109	69%
5814	School Programs - Academic Competitions	1,137	1,000	1,000	1,500	(500)	363	76%
5815	Consultants - Instructional	16	75,000	31,949	6,949	25,000	6,933	0%
5819	School Programs - Other	17,924	3,000	56,699	54,699	2,000	36,775	33%
5820	Consultants - Non Instructional	32,351	18,000	30,000	38,000	(8,000)	5,649	85%

Magnolia Science Academy 2

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual					
		Budget					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	% of Forecast Spent
5822	Other Professional Services	42,660	56,000	41,200	48,700	(7,500)	88%
5824	District Oversight Fees	34,086	42,219	40,974	41,001	(27)	83%
5830	Field Trips Expenses	4,798	35,000	35,000	11,000	24,000	44%
5843	Interest - Loans Less than 1 Year	143	1,000	1,000	1,000	-	14%
5845	Legal Fees	16,028	30,000	30,000	30,000	-	53%
5851	Marketing and Student Recruiting	2,372	24,000	24,000	9,000	15,000	26%
5857	Payroll Fees	8,944	3,686	12,613	12,613	-	71%
5861	Prior Yr Exp (not accrued)	8,932	13,888	13,827	13,827	-	65%
5863	Professional Development	35,478	118,000	117,700	70,700	47,000	50%
5869	Special Education Contract Instructors	80,648	60,000	92,829	92,829	-	87%
5872	Special Education Encroachment	60,079	71,724	69,592	69,592	-	86%
5884	Substitutes	39,000	60,326	33,073	41,073	(8,000)	95%
5887	Technology Services	19,789	28,200	28,316	28,316	-	70%
5899	Miscellaneous Operating Expenses	10,611	-	-	-	-	(10,611)
5900	Communications	3,056	5,020	5,020	5,020	-	61%
5915	Postage and Delivery	3,814	5,380	5,402	5,402	-	71%
SUBTOTAL - Services & Other Operating Exp.		1,352,698	1,789,873	1,786,962	1,969,065	(182,102)	69%
6000	Capital Outlay						
6400	Equipment	175,778	-	175,778	175,778	-	100%
SUBTOTAL - Capital Outlay		175,778	-	175,778	175,778	-	100%
TOTAL EXPENSES		3,980,292	4,945,863	4,967,141	5,196,743	(229,602)	77%
Depreciation Calculation							
6900	Total Depreciation (includes Prior Years)	-	34,724	61,123	61,123	-	0%
TOTAL EXPENSES including Depreciation		3,804,514	4,980,586	4,852,485	5,082,088	(229,602)	75%

Magnolia Science Academy 3

Budget vs. Actuals

As of most recent monthly close-April 2016

	Budget vs. Actual		Budget				
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY							
Revenue							
General Block Grant	3,080,388	4,062,033	4,014,884	4,017,425	2,541	937,037	77%
Federal Revenue	281,930	601,468	520,058	520,058	-	238,128	54%
Other State Revenues	770,315	941,388	875,494	875,893	399	105,579	88%
Local Revenues	71,232	34,509	45,587	46,091	504	(25,141)	155%
Fundraising and Grants	18,118	10,000	19,018	19,018	-	900	95%
Total Revenue	4,221,984	5,649,398	5,475,041	5,478,485	3,444	1,256,502	77%
Expenses							
Compensation and Benefits	2,267,760	2,661,541	3,009,157	2,980,476	28,681	712,717	76%
Books and Supplies	565,125	787,954	689,096	689,096	-	123,971	82%
Services and Other Operating Expenditures	1,304,939	1,791,208	1,722,626	1,729,601	(6,975)	424,662	75%
Capital Outlay	77,217	-	77,217	77,217	-	-	100%
Total Expenses	4,215,041	5,240,703	5,498,096	5,476,391	21,706	1,261,350	77%
Operating Income (excluding Depreciation)	6,942	408,695	(23,055)	2,095	25,150	(4,848)	
<i>Operating Income (including Depreciation)</i>	84,160	396,165	25,893	51,043	25,150	(33,117)	165%
Fund Balance							
Beginning Balance (Unaudited)	513,286	513,286	513,286	513,286			100%
Audit Adjustment	283,543	-	283,543	283,543			100%
Beginning Balance (Audited)	796,829	513,286	796,829	796,829			100%
Operating Income (including Depreciation)	84,160	396,165	25,893	51,043			
Ending Fund Balance (including Depreciation)	880,989	909,451	822,722	847,872			104%
Total ADA		446.4	438.7	438.7	0		0%

Magnolia Science Academy 3

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	1,900,864	2,688,169	2,553,109	2,551,606	(1,503)	650,742	74%
8012	Education Protection Account Entitlement	480,293	639,638	628,648	632,692	4,044	152,399	76%
8096	Charter Schools in Lieu of Property Taxes	699,231	734,225	833,126	833,126	-	133,895	84%
		3,080,388	4,062,033	4,014,884	4,017,425	2,541	937,037	77%
8100 Federal Revenue								
8181	Special Education - Entitlement	72,992	88,682	87,158	87,158	-	14,166	84%
8220	Child Nutrition Programs	105,858	349,549	299,549	299,549	-	193,691	35%
8291	Title I	131,182	156,691	156,691	156,691	-	25,509	84%
8292	Title II	1,784	6,395	6,395	6,395	-	4,611	28%
8293	Title III	-	151	151	151	-	151	0%
8297	PY Federal - Not Accrued	(29,886)	-	(29,886)	(29,886)	-	-	100%
SUBTOTAL - Federal Income		281,930	601,468	520,058	520,058	-	238,128	54%
8300 Other State Revenues								
8319	Other State Apportionments - Prior Years	97,866	1,118	97,467	97,866	399	-	100%
8381	Special Education - Entitlement (State)	215,050	249,859	245,566	245,566	-	30,516	88%
8520	Child Nutrition - State	9,516	34,955	25,955	25,955	-	16,439	37%
8545	School Facilities Apportionments	-	147,060	-	-	-	-	
8550	Mandated Cost Reimbursements	238,195	11,196	240,433	240,433	-	2,238	99%
8560	State Lottery Revenue	38,025	80,798	79,410	79,410	-	41,385	48%
8590	All Other State Revenue	36,663	266,402	36,663	36,663	-	-	100%
8593	ASES	135,000	150,000	150,000	150,000	-	15,000	90%
SUBTOTAL - Other State Income		770,315	941,388	875,494	875,893	399	105,579	88%
8600 Other Local Revenue								
8634	Food Service Sales	-	500	500	500	-	500	0%
8682	Summer Program	29,009	29,009	29,009	29,009	-	-	100%
8690	Other Local Revenue	6,993	5,000	6,993	6,993	-	-	100%

Magnolia Science Academy 3

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget			
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	% of Forecast Spent
8699	All Other Local Revenue	504	-	-	504	504	100%
8714	Opt3 Grants	9,085	-	9,085	9,085	-	100%
8999	Uncategorized Revenue	25,642	-	-	-	(25,642)	
SUBTOTAL - Local Revenues		71,232	34,509	45,587	46,091	504	155%

Magnolia Science Academy 3

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8800	Donations/Fundraising							
8802	Donations - Private	14,518	-	14,518	14,518	-	0	100%
8803	Fundraising	3,600	10,000	4,500	4,500	-	900	80%
SUBTOTAL - Fundraising and Grants		18,118	10,000	19,018	19,018	-	900	95%
TOTAL REVENUE		4,221,984	5,649,398	5,475,041	5,478,485	3,444	1,256,502	77%
EXPENSES							-	
Compensation & Benefits								
Certificated Employees Summary								
1100	Teachers Salaries	1,190,604	1,396,323	1,514,311	1,501,126	13,185	310,522	79%
1300	Certificated Supervisor & Administrator Salaries	345,923	362,884	400,579	416,345	(15,766)	70,422	83%
SUBTOTAL - Certificated Employees		1,536,527	1,759,206	1,914,890	1,917,471	(2,581)	380,944	80%
Classified Employees Summary								
2400	Classified Clerical & Office Salaries	70,345	62,188	136,891	136,891	-	66,546	51%
2900	Classified Other Salaries	194,949	249,183	309,772	296,919	12,852	101,970	66%
SUBTOTAL - Classified Employees		265,295	311,371	446,663	433,811	12,852	168,516	61%
Employee Benefits								
3100	STRS	135,878	187,952	210,496	212,325	(1,829)	76,447	64%
3200	PERS	18,105	26,322	38,753	36,875	1,878	18,770	49%
3300	OASDI-Medicare-Alternative	55,152	49,548	64,069	63,340	729	8,188	87%
3400	Health & Welfare Benefits	240,830	296,194	299,375	281,875	17,500	41,045	85%
3500	Unemployment Insurance	838	1,032	1,211	1,213	(2)	375	69%
3600	Workers Comp Insurance	15,134	26,917	30,700	30,567	134	15,433	50%
3900	Other Employee Benefits	-	3,000	3,000	3,000	-	3,000	0%

Magnolia Science Academy 3

Budget vs. Actuals

As of most recent monthly close-April 2016

	Budget vs. Actual		Budget				
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUBTOTAL - Employee Benefits	465,938	590,965	647,604	629,194	18,410	163,256	74%

Magnolia Science Academy 3

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
4000	Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	232,812	204,000	235,710	235,710	-	2,898	99%
4200	Books & Other Reference Materials	1,529	44,000	4,645	3,645	1,000	2,116	42%
4315	Custodial Supplies	75	-	75	75	-	-	100%
4320	Educational Software	16,492	14,000	16,048	17,048	(1,000)	557	97%
4325	Instructional Materials & Supplies	18,271	16,000	19,500	19,500	-	1,229	94%
4326	Art & Music Supplies	336	500	500	500	-	165	67%
4330	Office Supplies	9,687	10,000	15,000	15,000	-	5,313	65%
4335	PE Supplies	22	-	22	22	-	-	100%
4340	Professional Development Supplies	5,048	-	7,000	7,000	-	1,952	72%
4345	Non Instructional Student Materials & Supplies	2,315	70,000	11,735	11,735	-	9,420	20%
4346	Teacher Supplies	3,053	100	4,100	4,100	-	1,047	74%
4350	Uniforms	6,563	-	6,917	6,917	-	354	95%
4400	Noncapitalized Equipment	-	23,000	-	-	-	-	
4410	Classroom Furniture, Equipment & Supplies	7,463	6,000	7,556	7,556	-	92	99%
4420	Computers (individual items less than \$5k)	35,264	18,500	46,283	45,283	1,000	10,019	78%
4430	Non Classroom Related Furniture, Equipment & S	7,118	4,500	6,944	7,944	(1,000)	826	90%
4700	Food	217,005	377,354	304,181	304,181	-	87,176	71%
4720	Other Food	2,074	-	2,880	2,880	-	806	72%
SUBTOTAL - Books and Supplies		565,125	787,954	689,096	689,096	(0)	123,971	82%
5000	Services & Other Operating Expenses							
5101	Shared Management Fee - CMO	873,103	873,103	873,103	873,103	-	0	100%
5200	Travel & Conferences	1,731	19,500	10,000	8,500	1,500	6,769	20%
5210	Conference Fees	1,735	20,000	9,509	9,509	-	7,774	18%
5215	Travel - Mileage, Parking, Tolls	117	500	500	500	-	383	23%
5220	Travel and Lodging	1,181	-	491	1,991	(1,500)	810	59%
5300	Dues & Memberships	5,260	24,000	10,000	10,000	-	4,740	53%
5450	Insurance - Other	16,395	35,250	21,860	21,860	-	5,465	75%
5500	Operations & Housekeeping	30	-	50	2,000	(1,950)	1,970	1%
5605	Equipment Leases	10,822	15,600	15,600	15,600	-	4,778	69%

Magnolia Science Academy 3

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Budget						
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5610	Rent	7,569	240,000	240,000	240,000	-	232,431	3%
5615	Repairs and Maintenance - Building	2,242	12,000	10,500	10,500	-	8,258	21%

Magnolia Science Academy 3

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget			
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	% of Forecast Spent
5617	Repairs and Maintenance - Other Equipment	898	-	1,500	1,500	-	60%
5803	Accounting Fees	-	5,000	5,000	5,000	-	0%
5809	Banking Fees	325	1,500	1,000	1,000	-	33%
5813	School Programs - After School Program	3,995	-	2,000	5,000	(3,000)	80%
5814	School Programs - Academic Competitions	594	-	1,454	1,454	-	41%
5819	School Programs - Other	22,837	-	29,500	29,500	-	77%
5820	Consultants - Non Instructional	6,486	24,000	12,000	12,000	-	54%
5822	Other Professional Services	19,703	101,000	36,948	33,948	3,000	58%
5824	District Oversight Fees	33,565	40,620	40,149	40,174	(25)	84%
5830	Field Trips Expenses	4,516	50,000	15,000	15,000	-	30%
5833	Fines and Penalties	33	-	33	33	-	100%
5845	Legal Fees	16,250	20,000	20,000	20,000	-	81%
5851	Marketing and Student Recruiting	5,525	30,000	30,000	30,000	-	18%
5857	Payroll Fees	10,556	3,100	14,975	14,975	-	70%
5861	Prior Yr Exp (not accrued)	34,612	1,446	38,163	38,163	-	91%
5863	Professional Development	21,615	79,000	35,000	35,000	-	62%
5869	Special Education Contract Instructors	32,121	50,000	56,781	56,781	-	57%
5872	Special Education Encroachment	57,608	67,708	66,545	66,545	-	87%
5875	Staff Recruiting	52	-	52	52	-	100%
5884	Substitutes	65,669	38,880	83,880	83,880	-	78%
5887	Technology Services	24,424	24,000	23,226	28,226	(5,000)	87%
5893	Transportation - Student	2,272	-	3,000	3,000	-	76%
5899	Miscellaneous Operating Expenses	10,899	-	-	-	-	(10,899)
5900	Communications	4,509	9,000	9,000	9,000	-	50%
5915	Postage and Delivery	5,692	6,000	5,806	5,806	-	98%
SUBTOTAL - Services & Other Operating Exp.		1,304,939	1,791,208	1,722,626	1,729,601	(6,975)	75%
6000	Capital Outlay						
6400	Equipment	77,217	-	77,217	77,217	-	100%
SUBTOTAL - Capital Outlay		77,217	-	77,217	77,217	-	100%

Magnolia Science Academy 3

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual					
		Actual			Budget		
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	% of Forecast Spent
TOTAL EXPENSES		4,215,041	5,240,703	5,498,096	5,476,391	21,706	77%
Depreciation Calculation							
6900	Total Depreciation (includes Prior Years)	-	12,530	28,269	28,269	-	0%
TOTAL EXPENSES including Depreciation		4,137,824	5,253,233	5,449,148	5,427,443	21,706	76%

Magnolia Science Academy 4

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY								
Revenue								
	General Block Grant	1,326,923	1,594,460	1,632,440	1,633,410	970	306,487	81%
	Federal Revenue	106,093	222,232	223,790	223,790	-	117,697	47%
	Other State Revenues	253,474	272,664	277,667	277,861	194	24,386	91%
	Local Revenues	48,221	30,534	43,394	48,121	4,726	(100)	100%
	Fundraising and Grants	30,911	10,000	26,876	30,911	4,036	-	100%
	Total Revenue	1,765,622	2,129,890	2,204,166	2,214,092	9,926	448,470	80%
Expenses								
	Compensation and Benefits	856,403	1,010,597	1,050,241	1,050,308	(67)	193,905	82%
	Books and Supplies	168,425	227,395	282,382	282,382	-	113,957	60%
	Services and Other Operating Expenditures	411,623	652,796	694,609	771,279	(76,670)	359,656	53%
	Capital Outlay	47,176	-	47,176	47,176	-	-	100%
	Total Expenses	1,483,627	1,890,788	2,074,408	2,151,146	(76,738)	667,519	69%
Operating Income (excluding Depreciation)		281,995	239,102	129,759	62,947	(66,812)	(219,049)	448%
Operating Income (including Depreciation)		329,172	229,881	167,714	100,902	(66,812)	(228,269)	326%
Fund Balance								
	Beginning Balance (Unaudited)	502,151	502,151	502,151	502,151			100%
	Audit Adjustment	(35,331)	-	(35,331)	(35,331)			100%
	Beginning Balance (Audited)	466,820	502,151	466,820	466,820			100%
	Operating Income (including Depreciation)	329,172	229,881	167,714	100,902			326%
Ending Fund Balance (including Depreciation)		795,992	732,033	634,534	567,722			140%
Total ADA			173.9	177.6	177.6	0		0%

Magnolia Science Academy 4

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	831,678	1,049,126	1,073,733	1,029,568	(44,165)	197,890	81%
8012	Education Protection Account Entitlement	201,398	259,391	266,645	266,645	-	65,247	76%
8096	Charter Schools in Lieu of Property Taxes	293,847	285,943	292,062	337,197	45,135	43,349	87%
		1,326,923	1,594,460	1,632,440	1,633,410	970	306,487	81%
8100 Federal Revenue								
8181	Special Education - Entitlement	30,832	34,537	35,276	35,276	-	4,444	87%
8220	Child Nutrition Programs	11,835	23,920	23,920	23,920	-	12,085	49%
8291	Title I	36,250	58,584	58,584	58,584	-	22,334	62%
8292	Title II	901	-	901	901	-	-	100%
8293	Title III	37	151	151	151	-	114	25%
8296	Other Federal Revenue	26,238	104,958	104,958	104,958	-	78,720	25%
8297	PY Federal - Not Accrued	-	82	-	-	-	-	
SUBTOTAL - Federal Income		106,093	222,232	223,790	223,790	-	117,697	47%
8300 Other State Revenues								
8319	Other State Apportionments - Prior Years	4,620	2,024	4,426	4,620	194	-	100%
8381	Special Education - Entitlement (State)	90,837	97,307	99,389	99,389	-	8,553	91%
8520	Child Nutrition - State	1,356	2,410	2,410	2,410	-	1,054	56%
8550	Mandated Cost Reimbursements	118,399	6,365	119,503	119,503	-	1,104	99%
8560	State Lottery Revenue	18,464	31,467	32,140	32,140	-	13,676	57%
8590	All Other State Revenue	19,798	133,091	19,798	19,798	-	-	100%
SUBTOTAL - Other State Income		253,474	272,664	277,667	277,861	194	24,386	91%
8600 Other Local Revenue								
8634	Food Service Sales	167	50	167	167	-	-	100%
8636	Uniforms	2,660	1,655	2,511	2,660	149	-	100%
8682	Summer Program	23,829	23,829	23,829	23,829	-	-	100%
8699	All Other Local Revenue	7,944	5,000	5,000	7,944	2,944	-	100%
8714	SpEd Option 3	13,520	-	11,887	13,520	1,633	-	100%

Magnolia Science Academy 4

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual					
		Budget					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	% of Forecast Spent
8999	Uncategorized Revenue	100	-	-	-	(100)	
SUBTOTAL - Local Revenues		48,221	30,534	43,394	48,121	4,726	100%
8800	Donations/Fundraising						
8803	Fundraising	30,911	10,000	26,876	30,911	4,036	100%
SUBTOTAL - Fundraising and Grants		30,911	10,000	26,876	30,911	4,036	100%
TOTAL REVENUE		1,765,622	2,129,890	2,204,166	2,214,092	9,926	80%

Magnolia Science Academy 4

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Budget						
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
EXPENSES							-	
Compensation & Benefits								
Certificated Employees Summary								
1100	Teachers Salaries	411,720	459,626	528,135	528,135	-	116,415	78%
1300	Certificated Supervisor & Administrator Salaries	224,540	278,582	266,321	266,383	(62)	41,843	84%
SUBTOTAL - Certificated Employees		636,259	738,208	794,455	794,517	(62)	158,258	80%
Classified Employees Summary								
2400	Classified Clerical & Office Salaries	32,373	36,728	36,728	36,728	-	4,355	88%
2900	Classified Other Salaries	-	22,000	-	-	-	-	
SUBTOTAL - Classified Employees		32,373	58,728	36,728	36,728	-	4,355	88%
3000 Employee Benefits								
3100	STRS	62,941	79,210	84,344	84,344	-	21,403	75%
3200	PERS	3,565	4,329	4,329	4,329	-	763	82%
3300	OASDI-Medicare-Alternative	14,279	15,318	14,525	14,530	(5)	251	98%
3400	Health & Welfare Benefits	98,126	105,241	105,496	105,496	-	7,370	93%
3500	Unemployment Insurance	743	398	805	806	(0)	63	92%
3600	Workers Comp Insurance	8,118	9,165	9,559	9,559	(1)	1,442	85%
SUBTOTAL - Employee Benefits		187,771	213,661	219,058	219,063	(5)	31,292	86%
4000 Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	108,863	92,200	108,863	108,863	-	-	100%
4200	Books & Other Reference Materials	-	9,000	1,000	1,000	-	1,000	0%
4320	Educational Software	2,509	5,000	5,000	5,000	-	2,491	50%
4325	Instructional Materials & Supplies	5,855	10,000	10,000	9,240	760	3,384	63%
4326	Art & Music Supplies	28	-	-	28	(28)	-	100%
4330	Office Supplies	7,782	6,000	7,510	7,782	(273)	-	100%
4335	PE Supplies	732	-	-	732	(732)	-	100%
4345	Non Instructional Student Materials & Supplies	2,362	35,000	32,636	31,546	1,090	29,184	7%

Magnolia Science Academy 4

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Budget						
				Previous Month's		Variance	Forecast	% of Forecast
		Actual YTD	Approved Budget	Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Spent
4410	Classroom Furniture, Equipment & Supplies	958	9,500	41,832	41,396	436	40,438	2%
4420	Computers (individual items less than \$5k)	2,834	-	5,668	5,668	-	2,834	50%
4430	Non Classroom Related Furniture, Equipment & S	436	-	-	436	(436)	-	100%
4700	Food	32,569	60,695	67,195	67,195	-	34,626	48%
4720	Other Food	3,495	-	2,678	3,495	(817)	-	100%
SUBTOTAL - Books and Supplies		168,425	227,395	282,382	282,382	(0)	113,957	60%

Magnolia Science Academy 4

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's	Current Forecast	Variance	Forecast Remaining	% of Forecast
				Forecast		(Previous vs. Current Forecast)		Spent
5000	Services & Other Operating Expenses							
5101	Shared Management Fee - CMO	163,707	163,707	163,707	240,368	(76,661)	76,661	68%
5200	Travel & Conferences	538	3,000	3,400	3,300	100	2,762	16%
5210	Conference Fees	325	5,000	5,667	5,667	-	5,342	6%
5300	Dues & Memberships	2,812	3,000	3,400	3,400	-	588	83%
5450	Insurance - Other	13,414	13,725	13,414	13,414	-	0	100%
5500	Operations & Housekeeping	276	-	-	349	(349)	73	79%
5605	Equipment Leases	6,066	6,000	6,066	6,066	-	-	100%
5610	Rent	-	141,600	145,840	145,840	-	145,840	0%
5615	Repairs and Maintenance - Building	-	1,200	1,349	1,000	349	1,000	0%
5803	Accounting Fees	-	4,278	4,278	4,278	-	4,278	0%
5809	Banking Fees	160	500	500	500	-	341	32%
5813	School Programs - After School Program	226	-	226	226	-	-	100%
5814	School Programs - Academic Competitions	100	-	-	100	(100)	-	100%
5819	School Programs - Other	2,180	12,000	15,000	15,000	-	12,820	15%
5820	Consultants - Non Instructional	4,167	2,000	4,167	4,167	-	-	100%
5822	Other Professional Services	12,358	50,130	33,000	33,000	-	20,642	37%
5824	District Oversight Fees	14,158	15,945	16,324	16,334	(10)	2,177	87%
5830	Field Trips Expenses	-	5,000	15,000	15,000	-	15,000	0%
5843	Interest - Loans Less than 1 Year	-	500	500	500	-	500	0%
5845	Legal Fees	8,715	5,000	8,715	8,715	-	-	100%
5851	Marketing and Student Recruiting	-	7,200	4,800	4,800	-	4,800	0%
5857	Payroll Fees	4,984	2,250	6,628	6,628	-	1,644	75%
5861	Prior Yr Exp (not accrued)	3,695	4,292	4,292	4,292	-	597	86%
5863	Professional Development	11,585	16,000	29,000	29,000	-	17,415	40%
5869	Special Education Contract Instructors	20,829	50,000	56,109	56,109	-	35,280	37%
5872	Special Education Encroachment	24,334	26,369	26,933	26,933	-	2,599	90%
5884	Substitutes	16,519	25,200	25,200	25,200	-	8,681	66%
5887	Technology Services	13,613	13,991	16,800	16,800	-	3,187	81%
5890	Transcript	-	2,809	-	-	-	-	
5893	Transportation - Student	51,372	64,000	64,000	64,000	-	12,628	80%
5899	Miscellaneous Operating Expenses	19,662	-	-	-	-	(19,662)	
5900	Communications	14,467	4,500	16,694	16,694	-	2,227	87%
5915	Postage and Delivery	1,363	3,600	3,600	3,600	-	2,237	38%

Magnolia Science Academy 4

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
	SUBTOTAL - Services & Other Operating Exp.	411,623	652,796	694,609	771,279	(76,670)	359,656	53%
6000	Capital Outlay							
6410	Computers (capitalizable items)	47,176	-	47,176	47,176	-	-	100%
	SUBTOTAL - Capital Outlay	47,176	-	47,176	47,176	-	-	100%
TOTAL EXPENSES		1,483,627	1,890,788	2,074,408	2,151,146	(76,738)	667,519	69%
Depreciation Calculation								
6900	Total Depreciation (includes Prior Years)	-	9,221	9,221	9,221	-	9,221	0%
TOTAL EXPENSES including Depreciation		1,436,450	1,900,008	2,036,452	2,113,190	(76,738)	676,740	68%

Magnolia Science Academy 5

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY								
Revenue								
	General Block Grant	839,516	1,226,157	1,242,820	1,243,530	710	404,014	68%
	Federal Revenue	67,689	136,848	163,239	163,239	-	95,550	41%
	Other State Revenues	204,470	240,694	243,510	243,605	96	39,135	84%
	Local Revenues	12,235	4,000	15,070	15,070	-	2,835	81%
	Fundraising and Grants	218	3,000	3,000	3,000	-	2,782	7%
	Total Revenue	1,124,127	1,610,699	1,667,638	1,668,444	806	544,317	67%
Expenses								
	Compensation and Benefits	643,784	828,548	879,409	879,608	(200)	235,824	73%
	Books and Supplies	96,276	152,900	152,900	152,900	-	56,624	63%
	Services and Other Operating Expenditures	323,180	471,686	477,696	522,873	(45,177)	199,693	62%
	Capital Outlay	-	-	-	-	-	-	-
	Total Expenses	1,063,241	1,453,134	1,510,005	1,555,381	(45,377)	492,141	68%
Operating Income (excluding Depreciation)		60,887	157,565	157,634	113,063	(44,571)	52,176	
Operating Income (including Depreciation)		60,887	140,364	140,433	95,862	(44,571)	34,975	
Fund Balance								
	Beginning Balance (Unaudited)	890,631	890,631	890,631	890,631			100%
	Audit Adjustment	(35,359)	-	(35,359)	(35,359)			100%
	Beginning Balance (Audited)	855,272	890,631	855,272	855,272			100%
	Operating Income (including Depreciation)	60,887	140,364	140,433	95,862			
Ending Fund Balance (including Depreciation)		916,159	1,030,995	995,705	951,134			96%
Total ADA			142.5	143.2	143.2	0		0%

Magnolia Science Academy 5

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	474,593	788,030	801,378	765,702	(35,676)	291,109	62%
8012	Education Protection Account Entitlement	152,874	203,748	205,993	205,993	-	53,119	74%
8096	Charter Schools in Lieu of Property Taxes	212,049	234,380	235,449	271,835	36,386	59,786	78%
		839,516	1,226,157	1,242,820	1,243,530	710	404,014	68%
8100 Federal Revenue								
8181	Special Education - Entitlement	21,995	28,309	28,438	28,438	-	6,443	77%
8291	Title I	-	32,564	32,564	32,564	-	32,564	0%
8292	Title II	261	511	511	511	-	250	51%
8293	Title III	185	754	754	754	-	569	25%
8296	Other Federal Revenue	18,573	74,297	74,297	74,297	-	55,724	25%
8297	PY Federal - Not Accrued	26,675	413	26,675	26,675	-	-	100%
SUBTOTAL - Federal Income		67,689	136,848	163,239	163,239	-	95,550	41%
8300 Other State Revenues								
8319	Other State Apportionments - Prior Years	5,033	2,528	4,937	5,033	96	-	100%
8381	Special Education - Entitlement (State)	64,801	79,760	80,124	80,124	-	15,323	81%
8550	Mandated Cost Reimbursements	55,527	1,466	56,060	56,060	-	533	99%
8560	State Lottery Revenue	9,106	25,793	25,910	25,910	-	16,804	35%
8590	All Other State Revenue	11,732	66,402	11,732	11,732	-	-	100%
8593	ASES	58,271	64,746	64,746	64,746	-	6,475	90%
SUBTOTAL - Other State Income		204,470	240,694	243,510	243,605	96	39,135	84%
8600 Other Local Revenue								
8636	Uniforms	718	1,000	1,000	1,000	-	282	72%
8690	Other Local Revenue	4,057	-	4,057	4,057	-	-	100%
8699	All Other Local Revenue	-	3,000	3,000	3,000	-	3,000	0%
8714	SpEd Option 3	7,013	-	7,013	7,013	-	-	100%
8999	Uncategorized Revenue	447	-	-	-	-	(447)	

Magnolia Science Academy 5

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual					
		Budget					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	% of Forecast Spent
SUBTOTAL - Local Revenues		12,235	4,000	15,070	15,070	-	81%
8800	Donations/Fundraising						
8803	Fundraising	218	3,000	3,000	3,000	-	7%
SUBTOTAL - Fundraising and Grants		218	3,000	3,000	3,000	-	7%
TOTAL REVENUE		1,124,127	1,610,699	1,667,638	1,668,444	806	67%

Magnolia Science Academy 5

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
EXPENSES							-	
Compensation & Benefits								
Certificated Employees Summary								
1100	Teachers Salaries	323,937	394,881	435,660	435,660	-	111,724	74%
1300	Certificated Supervisor & Administrator Salaries	129,005	156,548	160,556	160,606	(51)	31,601	80%
SUBTOTAL - Certificated Employees		452,942	551,430	596,216	596,267	(51)	143,325	76%
Classified Employees Summary								
2400	Classified Clerical & Office Salaries	31,708	39,650	39,650	39,650	-	7,942	80%
2900	Classified Other Salaries	23,098	60,000	58,875	57,375	1,500	34,277	40%
SUBTOTAL - Classified Employees		54,805	99,650	98,525	97,025	1,500	42,219	56%
3000	Employee Benefits							
3100	STRS	45,841	59,168	63,235	63,235	-	17,394	72%
3200	PERS	6,821	4,568	6,345	8,122	(1,777)	1,301	84%
3300	OASDI-Medicare-Alternative	12,149	15,719	16,345	16,234	111	4,085	75%
3400	Health & Welfare Benefits	66,244	90,201	90,406	90,406	-	24,163	73%
3500	Unemployment Insurance	247	326	347	347	1	100	71%
3600	Workers Comp Insurance	4,734	7,487	7,990	7,973	17	3,238	59%
SUBTOTAL - Employee Benefits		136,037	177,469	184,668	186,317	(1,649)	50,280	73%
4000	Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	75,040	87,800	87,800	87,800	-	12,760	85%
4200	Books & Other Reference Materials	485	7,500	7,500	2,608	4,893	2,122	19%
4315	Custodial Supplies	-	2,400	2,400	2,400	-	2,400	0%
4320	Educational Software	8,353	2,000	3,461	8,353	(4,893)	-	100%
4325	Instructional Materials & Supplies	1,653	19,500	15,503	15,503	-	13,850	11%
4330	Office Supplies	3,782	1,200	3,432	3,782	(350)	-	100%
4345	Non Instructional Student Materials & Supplies	1,309	14,927	12,752	12,402	350	11,093	11%
4350	Uniforms	199	73	199	199	-	-	100%

Magnolia Science Academy 5

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Budget						
		Previous Month's			Variance		Forecast	
		Forecast			(Previous vs. Current Forecast)		% of Forecast	
		Actual YTD	Approved Budget	Forecast	Current Forecast	Current Forecast	Remaining	Spent
4400	Noncapitalized Equipment	140	4,039	4,039	4,039	-	3,899	3%
4420	Computers (individual items less than \$5k)	5,314	2,961	5,314	5,314	-	-	100%
4700	Food	-	10,500	10,500	10,500	-	10,500	0%
SUBTOTAL - Books and Supplies		96,276	152,900	152,900	152,900	-	56,624	63%

Magnolia Science Academy 5

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5000	Services & Other Operating Expenses							
5101	Shared Management Fee - CMO	65,492	65,483	65,483	101,267	(35,784)	35,775	65%
5200	Travel & Conferences	788	2,000	3,778	3,778	-	2,990	21%
5210	Conference Fees	1,000	5,000	9,444	9,444	-	8,444	11%
5300	Dues & Memberships	2,420	3,200	6,933	6,933	-	4,513	35%
5305	Dues & Membership - Professional	-	1,000	1,000	1,000	-	1,000	0%
5450	Insurance - Other	-	11,900	11,900	11,900	-	11,900	0%
5500	Operations & Housekeeping	404	-	404	404	-	-	100%
5605	Equipment Leases	3,366	6,600	6,600	6,600	-	3,234	51%
5610	Rent	83,473	120,000	100,168	100,168	-	16,695	83%
5615	Repairs and Maintenance - Building	-	600	425	425	-	425	0%
5617	Repairs and Maintenance - Other Equipment	2,175	2,500	2,272	2,272	-	97	96%
5803	Accounting Fees	-	1,895	1,895	1,895	-	1,895	0%
5809	Banking Fees	160	400	400	400	-	241	40%
5813	School Programs - After School Program	854	381	854	854	-	-	100%
5814	School Programs - Academic Competitions	246	-	246	246	-	-	100%
5820	Consultants - Non Instructional	5,672	25,000	25,000	25,000	-	19,328	23%
5822	Other Professional Services	3,558	46,216	45,497	47,342	(1,845)	43,784	8%
5824	District Oversight Fees	9,769	12,262	12,428	12,435	(7)	2,667	79%
5830	Field Trips Expenses	1,650	8,000	8,000	8,000	-	6,350	21%
5843	Interest - Loans Less than 1 Year	-	400	400	400	-	400	0%
5845	Legal Fees	7,900	8,000	8,000	8,000	-	100	99%
5851	Marketing and Student Recruiting	25	7,200	7,200	7,200	-	7,175	0%
5857	Payroll Fees	4,977	1,800	5,410	5,410	-	433	92%
5861	Prior Yr Exp (not accrued)	20,940	9,915	16,320	20,940	(4,620)	-	100%
5863	Professional Development	8,750	34,000	34,000	34,000	-	25,250	26%
5869	Special Education Contract Instructors	46,682	40,000	45,606	46,682	(1,076)	-	100%
5872	Special Education Encroachment	17,359	21,614	21,712	21,712	-	4,353	80%
5875	Staff Recruiting	1,845	-	-	1,845	(1,845)	-	100%
5884	Substitutes	14,985	15,120	15,120	15,120	-	135	99%
5887	Technology Services	7,732	14,400	14,400	14,400	-	6,668	54%
5899	Miscellaneous Operating Expenses	5,783	-	-	-	-	(5,783)	
5900	Communications	4,121	4,800	4,800	4,800	-	679	86%
5915	Postage and Delivery	1,055	2,000	2,000	2,000	-	945	53%

Magnolia Science Academy 5

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual					
		Budget					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	% of Forecast Spent
	SUBTOTAL - Services & Other Operating Exp.	323,180	471,686	477,696	522,873	(45,177)	62%
6000	Capital Outlay						
	SUBTOTAL - Capital Outlay	-	-	-	-	-	-
	TOTAL EXPENSES	1,063,241	1,453,134	1,510,005	1,555,381	(45,377)	68%
	Depreciation Calculation						
6900	Total Depreciation (includes Prior Years)	-	17,201	17,201	17,201	-	0%
	TOTAL EXPENSES including Depreciation	1,063,241	1,470,335	1,527,206	1,572,582	(45,377)	68%

Magnolia Science Academy 6

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY								
Revenue								
	General Block Grant	1,047,147	1,375,307	1,409,850	1,412,983	3,133	365,836	74%
	Federal Revenue	75,687	109,779	110,329	110,383	54	34,696	69%
	Other State Revenues	238,871	226,103	314,426	314,776	350	75,905	76%
	Local Revenues	13,306	4,000	20,710	20,710	-	7,404	64%
	Fundraising and Grants	25,647	10,000	25,648	25,648	-	1	100%
	Total Revenue	1,400,658	1,725,189	1,880,963	1,884,500	3,537	483,842	74%
Expenses								
	Compensation and Benefits	651,826	784,522	795,832	795,894	(62)	144,068	82%
	Books and Supplies	98,370	215,690	139,034	139,034	-	40,664	71%
	Services and Other Operating Expenditures	324,640	424,382	420,629	479,433	(58,804)	154,793	68%
	Capital Outlay	86,178	11,905	86,178	86,178	-	0	100%
	Total Expenses	1,161,014	1,436,499	1,441,673	1,500,540	(58,866)	339,525	77%
Operating Income (excluding Depreciation)		239,643	288,689	439,290	383,960	(55,330)	144,317	62%
Operating Income (including Depreciation)		325,821	298,194	519,100	463,770	(55,330)	137,949	70%
Fund Balance								
	Beginning Balance (Unaudited)	485,437	485,437	485,437	485,437			100%
	Audit Adjustment	(10,880)	-	(10,880)	(10,880)			100%
	Beginning Balance (Audited)	474,557	485,437	474,557	474,557			100%
	Operating Income (including Depreciation)	325,821	298,194	519,100	463,770			70%
Ending Fund Balance (including Depreciation)		800,378	783,631	993,657	938,327			85%
Total ADA			164.6	167.4	167.7	0.27		0%

Magnolia Science Academy 6

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	618,319	880,035	904,055	863,760	(40,295)	245,441	72%
8012	Education Protection Account Entitlement	169,172	224,477	229,680	230,051	370	60,879	74%
8019	State Aid - Prior Years	813	-	813	813	-	-	100%
8096	Charter Schools in Lieu of Property Taxes	258,843	270,795	275,302	318,359	43,057	59,516	81%
		1,047,147	1,375,307	1,409,850	1,412,983	3,133	365,836	74%
8100 Federal Revenue								
8181	Special Education - Entitlement	27,021	32,707	33,252	33,305	54	6,285	81%
8220	Child Nutrition Programs	24,412	29,472	29,472	29,472	-	5,060	83%
8291	Title I	23,410	46,306	46,306	46,306	-	22,896	51%
8292	Title II	696	692	696	696	-	-	100%
8293	Title III	148	602	603	603	-	455	25%
SUBTOTAL - Federal Income		75,687	109,779	110,329	110,383	54	34,696	69%
8300 Other State Revenues								
8319	Other State Apportionments - Prior Years	4,203	445	4,055	4,205	150	2	100%
8381	Special Education - Entitlement (State)	79,608	92,152	93,686	93,837	151	14,229	85%
8520	Child Nutrition - State	1,261	3,167	3,167	3,167	-	1,906	40%
8545	School Facilities Apportionments	40,125	-	82,800	82,800	-	42,675	48%
8550	Mandated Cost Reimbursements	86,395	2,281	87,224	87,224	-	829	99%
8560	State Lottery Revenue	14,080	29,800	30,296	30,345	49	16,264	46%
8590	All Other State Revenue	13,199	98,259	13,199	13,199	-	-	100%
SUBTOTAL - Other State Income		238,871	226,103	314,426	314,776	350	75,905	76%
8600 Other Local Revenue								
8699	All Other Local Revenue	-	4,000	7,404	7,404	-	7,404	0%
8714	SpEd Option 3	13,306	-	13,306	13,306	-	-	100%
SUBTOTAL - Local Revenues		13,306	4,000	20,710	20,710	-	7,404	64%

Magnolia Science Academy 6

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual					
		Budget					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	% of Forecast Spent
8800	Donations/Fundraising						
8802	Donations - Private	21,004	5,000	21,004	21,004	-	100%
8803	Fundraising	4,644	5,000	4,644	4,644	-	100%
SUBTOTAL - Fundraising and Grants		25,647	10,000	25,648	25,648	-	100%
TOTAL REVENUE		1,400,658	1,725,189	1,880,963	1,884,500	3,537	74%

Magnolia Science Academy 6

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
EXPENSES							-	
Compensation & Benefits								
Certificated Employees Summary								
1100	Teachers Salaries	320,889	401,740	401,740	401,740	-	80,851	80%
1300	Certificated Supervisor & Administrator Salaries	131,052	157,145	161,595	161,652	(57)	30,600	81%
SUBTOTAL - Certificated Employees		451,941	558,885	563,335	563,392	(57)	111,450	80%
Classified Employees Summary								
2400	Classified Clerical & Office Salaries	37,311	41,125	48,125	48,125	-	10,814	78%
2900	Classified Other Salaries	15,959	17,000	16,250	16,250	-	291	98%
SUBTOTAL - Classified Employees		53,270	58,125	64,375	64,375	-	11,105	83%
3000 Employee Benefits								
3100	STRS	47,905	59,968	59,619	59,619	-	11,713	80%
3200	PERS	3,920	4,768	4,768	4,768	-	849	82%
3300	OASDI-Medicare-Alternative	10,696	12,644	13,248	13,253	(4)	2,557	81%
3400	Health & Welfare Benefits	78,723	82,727	82,955	82,955	-	4,232	95%
3500	Unemployment Insurance	150	309	314	314	(0)	164	48%
3600	Workers Comp Insurance	5,221	7,096	7,219	7,219	(1)	1,998	72%
SUBTOTAL - Employee Benefits		146,615	167,512	168,123	168,128	(5)	21,513	87%
4000 Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	43,970	53,327	53,327	53,327	-	9,357	82%
4200	Books & Other Reference Materials	-	5,295	5,295	5,295	-	5,295	0%
4320	Educational Software	8,644	5,518	10,000	10,000	-	1,356	86%
4325	Instructional Materials & Supplies	240	1,609	1,305	1,168	137	929	21%
4330	Office Supplies	1,573	424	1,437	1,573	(137)	-	100%
4335	PE Supplies	953	953	953	953	-	-	100%
4340	Professional Development Supplies	305	-	305	305	-	-	100%
4345	Non Instructional Student Materials & Supplies	2,251	12,697	2,937	2,937	-	686	77%

Magnolia Science Academy 6

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Budget						
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
4346	Teacher Supplies	341	180	341	341	-	-	100%
4350	Uniforms	207	-	-	207	(207)	-	100%
4400	Noncapitalized Equipment	-	1,000	411	411	-	411	0%
4410	Classroom Furniture, Equipment & Supplies	1,556	2,500	4,000	3,793	207	2,237	41%
4420	Computers (individual items less than \$5k)	7,406	84,000	9,727	9,727	-	2,321	76%
4430	Non Classroom Related Furniture, Equipment & S	589	-	589	589	-	-	100%
4700	Food	30,113	48,186	48,186	48,186	-	18,073	62%
4720	Other Food	222	-	222	222	-	-	100%
SUBTOTAL - Books and Supplies		98,370	215,690	139,034	139,034	(0)	40,664	71%

Magnolia Science Academy 6

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's	Current Forecast	Variance	Forecast Remaining	% of Forecast Spent
				Forecast		(Previous vs. Current Forecast)		
5000	Services & Other Operating Expenses							
5101	Shared Management Fee - CMO	65,483	65,483	65,483	126,811	(61,329)	61,329	52%
5200	Travel & Conferences	2,922	1,854	1,319	3,319	(2,000)	397	88%
5210	Conference Fees	325	985	985	985	-	660	33%
5215	Travel - Mileage, Parking, Tolls	721	115	6,000	4,000	2,000	3,279	18%
5300	Dues & Memberships	1,731	1,954	1,850	1,850	-	119	94%
5305	Dues & Membership - Professional	-	1,000	1,000	1,000	-	1,000	0%
5450	Insurance - Other	8,446	11,251	8,446	8,446	-	0	100%
5500	Operations & Housekeeping	794	3,000	3,000	3,000	-	2,206	26%
5510	Utilities - Gas and Electric	4,759	6,600	6,600	6,600	-	1,841	72%
5605	Equipment Leases	5,419	4,800	4,818	5,419	(601)	-	100%
5610	Rent	99,800	112,407	110,400	110,400	-	10,600	90%
5615	Repairs and Maintenance - Building	150	480	480	480	-	330	31%
5803	Accounting Fees	-	4,500	4,500	4,500	-	4,500	0%
5809	Banking Fees	179	500	500	500	-	322	36%
5819	School Programs - Other	1,482	10,000	1,482	1,482	-	-	100%
5820	Consultants - Non Instructional	5,332	6,000	6,000	6,000	-	668	89%
5822	Other Professional Services	6,129	57,109	20,000	20,000	-	13,871	31%
5824	District Oversight Fees	11,370	13,753	14,098	14,130	(31)	2,760	80%
5830	Field Trips Expenses	5,304	4,000	6,000	6,000	-	696	88%
5843	Interest - Loans Less than 1 Year	-	500	500	500	-	500	0%
5845	Legal Fees	-	5,000	5,000	5,000	-	5,000	0%
5851	Marketing and Student Recruiting	2,920	6,000	6,000	6,000	-	3,080	49%
5857	Payroll Fees	4,563	1,772	6,089	6,089	-	1,526	75%
5861	Prior Yr Exp (not accrued)	13,802	1,313	17,000	13,802	3,198	-	100%
5863	Professional Development	10,356	21,000	35,000	35,000	-	24,644	30%
5869	Special Education Contract Instructors	24,779	25,455	31,212	31,212	-	6,433	79%
5872	Special Education Encroachment	21,326	24,972	25,388	25,428	(41)	4,103	84%
5884	Substitutes	8,085	14,405	14,405	14,405	-	6,320	56%
5887	Technology Services	7,246	9,775	9,775	9,775	-	2,529	74%
5893	Transportation - Student	-	-	-	-	-	-	
5899	Miscellaneous Operating Expenses	6,203	-	-	-	-	(6,203)	
5900	Communications	3,727	4,800	4,800	4,800	-	1,073	78%
5915	Postage and Delivery	1,288	3,600	2,500	2,500	-	1,212	52%

Magnolia Science Academy 6

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual					
		Actual			Budget		
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	% of Forecast Spent
	SUBTOTAL - Services & Other Operating Exp.	324,640	424,382	420,629	479,433	(58,804)	68%
6000	Capital Outlay						
6400	Equipment	11,905	11,905	11,905	11,905	-	100%
6410	Computers (capitalizable items)	74,273	-	74,273	74,273	-	100%
	SUBTOTAL - Capital Outlay	86,178	11,905	86,178	86,178	-	100%
TOTAL EXPENSES		1,161,014	1,436,499	1,441,673	1,500,540	(58,866)	77%
Depreciation Calculation							
6900	Total Depreciation (includes Prior Years)	-	2,400	6,368	6,368	-	0%
TOTAL EXPENSES including Depreciation		1,074,836	1,426,994	1,361,864	1,420,730	(58,866)	76%

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Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY								
Revenue								
	General Block Grant	1,604,288	2,386,946	2,380,769	2,382,331	1,562	778,043	67%
	Federal Revenue	148,869	292,506	296,609	296,609	-	147,740	50%
	Other State Revenues	549,203	701,489	736,110	736,234	124	187,031	75%
	Local Revenues	53,267	63,967	68,195	69,921	1,726	16,654	76%
	Fundraising and Grants	18,845	50,000	50,000	50,000	-	31,155	38%
	Total Revenue	2,374,471	3,494,908	3,531,682	3,535,095	3,412	1,160,624	67%
Expenses								
	Compensation and Benefits	1,321,946	1,671,109	1,670,071	1,670,071	-	348,125	79%
	Books and Supplies	224,788	357,677	375,631	375,631	-	150,843	60%
	Services and Other Operating Expenditures	1,251,801	1,236,852	1,366,495	1,379,763	(13,267)	127,962	91%
	Capital Outlay	12,788	12,788	12,788	12,788	-	-	100%
	Total Expenses	2,811,322	3,278,425	3,424,985	3,438,252	(13,267)	626,931	82%
Operating Income (excluding Depreciation)		(436,851)	216,483	106,697	96,842	(9,855)	533,693	-451%
<i>Operating Income (including Depreciation)</i>		(424,063)	205,949	94,458	84,603	(9,855)	508,667	-501%
Fund Balance								
	Beginning Balance (Unaudited)	762,024	762,024	762,024	762,024			100%
	Audit Adjustment	75,478	-	75,478	75,478			100%
	Beginning Balance (Audited)	837,502	762,024	837,502	837,502			100%
	Operating Income (including Depreciation)	(424,063)	205,949	94,458	84,603			-501%
Ending Fund Balance (including Depreciation)		413,439	967,972	931,960	922,105			45%
Total ADA			282.3	278.4	278.4	0		0%
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	865,399	1,549,814	1,552,720	1,554,282	1,562	688,883	56%
8012	Education Protection Account Entitlement	281,173	372,863	370,129	370,129	-	88,956	76%
8096	Charter Schools in Lieu of Property Taxes	457,716	464,269	457,920	457,920	-	204	100%

Magnolia Science Academy - 7

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Budget						
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
		1,604,288	2,386,946	2,380,769	2,382,331	1,562	778,043	67%
8100	Federal Revenue							
8181	Special Education - Entitlement	42,247	54,300	53,558	53,558	-	11,311	79%
8220	Child Nutrition Programs	49,808	159,133	163,701	163,701	-	113,893	30%
8291	Title I	56,344	78,240	77,785	77,785	-	21,441	72%
8292	Title II	420	-	1,213	1,213	-	793	35%
8293	Title III	-	302	302	302	-	302	0%
8297	PY Federal - Not Accrued	50	531	50	50	-	-	100%
SUBTOTAL - Federal Income		148,869	292,506	296,609	296,609	-	147,740	50%
8300	Other State Revenues							
8319	Other State Apportionments - Prior Years	1,208	333	1,084	1,208	124	-	100%
8381	Special Education - Entitlement (State)	124,467	139,822	157,792	157,792	-	33,324	79%
8520	Child Nutrition - State	3,597	12,415	12,771	12,771	-	9,174	28%
8545	School Facilities Apportionments	88,296	174,719	190,603	190,603	-	102,307	46%
8550	Mandated Cost Reimbursements	151,483	3,999	152,936	152,936	-	1,453	99%
8560	State Lottery Revenue	24,619	51,091	50,392	50,392	-	25,773	49%
8590	All Other State Revenue	20,532	169,110	20,532	20,532	-	-	100%
8593	ASES	135,000	150,000	150,000	150,000	-	15,000	90%
SUBTOTAL - Other State Income		549,203	701,489	736,110	736,234	124	187,031	75%
8600	Other Local Revenue							
8634	Food Service Sales	5,150	11,760	11,760	11,760	-	6,610	44%
8636	Uniforms	1,160	8,000	8,000	8,000	-	6,840	15%
8682	Summer Program	28,894	28,894	28,894	28,894	-	-	100%
8690	Other Local Revenue	3,774	7,000	7,000	7,000	-	3,226	54%
8699	All Other Local Revenue	-	8,313	-	-	-	-	
8714	LAUSD Opt 3 STEP Grant SpEd	14,267	-	12,541	14,267	1,726	-	100%
8999	Uncategorized Revenue	22	-	-	-	-	(22)	
SUBTOTAL - Local Revenues		53,267	63,967	68,195	69,921	1,726	16,654	76%
8800	Donations/Fundraising							

Magnolia Science Academy - 7

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8803	Fundraising	18,845	50,000	50,000	50,000	-	31,155	38%
SUBTOTAL - Fundraising and Grants		18,845	50,000	50,000	50,000	-	31,155	38%
TOTAL REVENUE		2,374,471	3,494,908	3,531,682	3,535,095	3,412	1,160,624	67%
EXPENSES								
Compensation & Benefits								
Certificated Employees Summary								
1100	Teachers Salaries	611,703	787,811	753,111	753,111	-	141,408	81%
1300	Certificated Supervisor & Administrator Salaries	140,763	164,413	172,545	172,545	-	31,781	82%
SUBTOTAL - Certificated Employees		752,466	952,224	925,656	925,656	-	173,189	81%
Classified Employees Summary								
2400	Classified Clerical & Office Salaries	90,213	107,530	107,530	107,530	-	17,317	84%
2900	Classified Other Salaries	216,999	279,537	311,279	311,279	-	94,280	70%
SUBTOTAL - Classified Employees		307,212	387,067	418,809	418,809	-	111,597	73%
3000 Employee Benefits								
3100	STRS	78,343	96,755	92,472	92,472	-	14,128	85%
3200	PERS	12,529	19,754	19,754	19,754	-	7,224	63%
3300	OASDI-Medicare-Alternative	37,431	46,654	48,823	48,823	-	11,392	77%
3400	Health & Welfare Benefits	123,054	157,892	153,288	153,288	-	30,234	80%
3500	Unemployment Insurance	312	670	672	672	-	360	46%
3600	Workers Comp Insurance	10,093	10,093	10,093	10,093	-	0	100%
3700	Retiree Benefits	505	-	505	505	-	-	100%
SUBTOTAL - Employee Benefits		262,268	331,818	325,606	325,606	-	63,339	81%
4000 Books & Supplies								
4100	Approved Textbooks & Core Curricula Materials	63,090	93,000	93,000	93,000	-	29,910	68%
4200	Books & Other Reference Materials	2,216	21,500	21,500	19,241	2,259	17,025	12%

Magnolia Science Academy - 7

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Budget						
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
4300	Materials & Supplies	485	100	485	485	-	0	100%
4315	Custodial Supplies	3,382	8,000	8,000	8,000	-	4,618	42%
4320	Educational Software	9,631	8,000	8,000	9,631	(1,631)	-	100%
4325	Instructional Materials & Supplies	16,191	10,486	15,563	16,191	(628)	-	100%
4326	Art & Music Supplies	256	500	500	500	-	244	51%
4330	Office Supplies	6,423	12,000	7,390	7,390	-	967	87%
4335	PE Supplies	160	-	500	500	-	340	32%
4345	Non Instructional Student Materials & Supplies	526	1,000	1,000	1,000	-	474	53%
4346	Teacher Supplies	791	2,400	2,400	2,400	-	1,609	33%
4351	Yearbook	760	-	1,000	1,000	-	240	76%
4410	Classroom Furniture, Equipment & Supplies	897	6,000	4,700	4,700	-	3,803	19%
4420	Computers (individual items less than \$5k)	16,696	3,523	16,696	16,696	-	-	100%
4430	Office Furniture, Equipment & Supplies	2,379	1,000	2,379	2,379	-	0	100%
4700	Food	96,621	1,600	188,232	188,232	-	91,611	51%
4710	Student Food Services	0	188,568	-	-	-	(0)	
4720	Other Food	4,286	-	4,286	4,286	-	-	100%
SUBTOTAL - Books and Supplies		224,788	357,677	375,631	375,631	(0)	150,843	60%
5000	Services & Other Operating Expenses							
5101	CMO Fees	545,689	545,689	545,689	545,689	(0)	-	100%
5200	Travel & Conferences	399	-	399	399	-	-	100%
5210	Conference Fees	2,125	-	2,125	2,125	-	-	100%
5215	Travel - Mileage, Parking, Tolls	3,533	1,000	3,299	3,533	(234)	-	100%
5220	Travel and Lodging	2,718	-	2,718	2,718	-	-	100%
5300	Dues & Memberships	8,745	6,000	8,745	8,745	-	-	100%
5450	Insurance - Other	14,905	18,900	14,905	14,905	(0)	-	100%
5500	Operations & Housekeeping	1,682	10,000	10,000	10,000	-	8,318	17%
5510	Utilities - Gas and Electric	39,095	55,680	55,680	55,680	-	16,585	70%
5605	Equipment Leases	3,386	8,400	8,400	8,400	-	5,014	40%
5610	Rent	232,386	232,959	254,137	254,137	-	21,751	91%
5615	Repairs and Maintenance - Building	24,916	38,000	35,560	35,560	-	10,644	70%
5617	Repairs and Maintenance - Other Equipment	4,440	2,000	4,440	4,440	-	-	100%
5803	Accounting & Audit Fees	-	5,500	5,500	5,500	-	5,500	0%
5809	Banking Fees	793	3,000	2,000	2,000	-	1,207	40%

Magnolia Science Academy - 7

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Budget						
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5813	School Programs - After School Program	1,384	10,000	10,000	10,000	-	8,616	14%
5814	School Programs - Academic Competitions	106	-	106	106	-	-	100%
5819	School Programs - Other	9,325	8,000	8,891	9,325	(434)	-	100%
5820	Consultants - Non Instructional	5,036	392	7,693	7,693	-	2,657	65%
5822	Other Professional Services	25,332	6,000	15,886	25,332	(9,447)	-	100%
5824	District Oversight Fees	18,296	23,869	23,808	23,823	(16)	5,527	77%
5830	Field Trips Expenses	7,235	10,000	10,000	10,000	-	2,765	72%
5845	Legal Fees	664	20,000	20,000	20,000	-	19,337	3%
5851	Marketing and Student Recruiting	244	3,000	3,000	3,000	-	2,756	8%
5857	Payroll Fees	9,559	3,780	13,275	13,275	-	3,716	72%
5861	Prior Yr Exp (not accrued)	51,026	-	51,026	51,026	-	-	100%
5863	Professional Development	23,842	41,000	41,000	41,000	-	17,158	58%
5869	Special Education Contract Instructors	87,535	80,000	86,324	87,535	(1,211)	-	100%
5872	Special Education Encroachment	35,793	38,824	42,270	42,270	-	6,477	85%
5884	Substitutes	9,549	21,658	21,658	21,658	-	12,109	44%
5887	Technology Services	50,003	33,600	48,078	50,003	(1,926)	-	100%
5898	Bad Debt Expense	286	-	286	286	-	-	100%
5899	Miscellaneous Operating Expenses	24,868	-	-	-	-	(24,868)	
5900	Communications	4,557	6,000	6,000	6,000	-	1,443	76%
5915	Postage and Delivery	2,350	3,600	3,600	3,600	-	1,250	65%
SUBTOTAL - Services & Other Operating Exp.		1,251,801	1,236,852	1,366,495	1,379,763	(13,267)	127,962	91%
6000	Capital Outlay							
6400	Equipment	12,788	12,788	12,788	12,788	-	-	100%
SUBTOTAL - Capital Outlay		12,788	12,788	12,788	12,788	-	-	100%
TOTAL EXPENSES		2,811,322	3,278,425	3,424,985	3,438,252	(13,267)	626,931	82%
6900	Total Depreciation (includes Prior Years)	-	23,322	25,027	25,027	-	25,027	0%
TOTAL EXPENSES including Depreciation		2,798,534	3,288,959	3,379,730	3,450,491	(13,267)	651,957	81%

Magnolia Science Academy - 8

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY								
Revenue								
	General Block Grant	3,214,866	4,091,513	4,177,227	4,179,618	2,391	964,752	77%
	Federal Revenue	273,837	292,852	294,674	294,674	-	20,837	93%
	Other State Revenues	693,430	781,510	814,782	814,993	211	121,562	85%
	Local Revenues	79,173	66,810	85,718	104,040	18,322	24,867	76%
	Fundraising and Grants	13,586	20,000	20,000	20,000	-	6,414	68%
	Total Revenue	4,274,892	5,252,685	5,392,401	5,413,325	20,924	1,138,432	79%
Expenses								
	Compensation and Benefits	2,344,322	2,737,527	2,887,254	2,896,106	(8,851)	551,784	81%
	Books and Supplies	306,277	736,116	495,067	481,289	13,779	175,011	64%
	Services and Other Operating Expenditures	1,529,719	1,696,513	1,772,354	1,852,519	(80,165)	322,800	83%
	Capital Outlay	163,109	-	163,109	163,109	-	-	100%
	Total Expenses	4,343,427	5,170,156	5,317,785	5,393,022	(75,237)	1,049,595	81%
Operating Income (excluding Depreciation)		(68,535)	82,529	74,616	20,302	(54,313)	88,837	-338%
Operating Income (including Depreciation)		94,574	74,995	197,569	143,256	(54,313)	48,681	66%
Fund Balance								
	Beginning Balance (Unaudited)	2,896,467	2,896,467	2,896,467	2,896,467			100%
	Audit Adjustment	(19,802)	-	(19,802)	(19,802)			100%
	Beginning Balance (Audited)	2,876,665	2,896,467	2,876,665	2,876,665			100%
	Operating Income (including Depreciation)	94,574	74,995	197,569	143,256			66%
Ending Fund Balance (including Depreciation)		2,971,239	2,971,462	3,074,234	3,019,921			98%
Total ADA			474.3	479.2	479.2	0		0%

Magnolia Science Academy - 8

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	1,938,595	2,662,814	2,729,767	2,732,158	2,391	793,563	71%
8012	Education Protection Account Entitlement	497,541	648,535	659,352	659,352	-	161,811	75%
8096	Charter Schools in Lieu of Property Taxes	778,730	780,164	788,108	788,108	-	9,378	99%
		3,214,866	4,091,513	4,177,227	4,179,618	2,391	964,752	77%
8100 Federal Revenue								
8181	Special Education - Entitlement	72,112	91,247	92,176	92,176	-	20,064	78%
8291	Title I	199,901	199,018	199,901	199,901	-	-	100%
8292	Title II	2,446	2,436	2,446	2,446	-	-	100%
8293	Title III	21	151	151	151	-	130	14%
8297	PY Federal - Not Accrued	(643)	-	-	-	-	643	
SUBTOTAL - Federal Income		273,837	292,852	294,674	294,674	-	20,837	93%
8300 Other State Revenues								
8319	Other State Apportionments - Prior Years	5,555	1,488	5,344	5,555	211	-	100%
8381	Special Education - Entitlement (State)	212,457	234,959	271,569	271,569	-	59,112	78%
8382	Special Education Reimbursement (State)	-	8,676	-	-	-	-	
8550	Mandated Cost Reimbursements	256,154	6,762	258,611	258,611	-	2,457	99%
8560	State Lottery Revenue	41,735	85,854	86,728	86,728	-	44,993	48%
8590	All Other State Revenue	42,530	293,773	42,530	42,530	-	-	100%
8593	ASES	135,000	150,000	150,000	150,000	-	15,000	90%
SUBTOTAL - Other State Income		693,430	781,510	814,782	814,993	211	121,562	85%
8600 Other Local Revenue								
8636	Uniforms	10,549	30,000	30,000	30,000	-	19,451	35%
8682	Summer Program	26,810	26,810	26,810	26,810	-	-	100%
8693	Field Trips	-	10,000	10,000	10,000	-	10,000	0%
8699	All Other Local Revenue	18,325	-	3	18,325	18,322	-	100%
8714	LAUSD Opt 3 STEP Grant SpEd	17,075	-	17,075	17,075	-	-	100%
8720	Refunds	1,829	-	1,829	1,829	-	-	100%

Magnolia Science Academy - 8

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8999	Uncategorized Revenue	4,584	-	-	-	-	(4,584)	
SUBTOTAL - Local Revenues		79,173	66,810	85,718	104,040	18,322	24,867	76%
8800	Donations/Fundraising							
8802	Donations - Private	1,029	100	2,000	2,000	-	971	51%
8803	Fundraising	12,556	19,900	18,000	18,000	-	5,444	70%
SUBTOTAL - Fundraising and Grants		13,586	20,000	20,000	20,000	-	6,414	68%
TOTAL REVENUE		4,274,892	5,252,685	5,392,401	5,413,325	20,924	1,138,432	79%

Magnolia Science Academy - 8

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
EXPENSES								
Compensation & Benefits								
Certificated Employees Summary								
1100	Teachers Salaries	1,234,632	1,416,884	1,478,333	1,478,333	-	243,701	84%
1300	Certificated Supervisor & Administrator Salaries	301,146	412,497	440,640	440,640	-	139,494	68%
SUBTOTAL - Certificated Employees		1,535,778	1,829,381	1,918,974	1,918,974	-	383,195	80%
Classified Employees Summary								
2400	Classified Clerical & Office Salaries	137,369	180,480	180,480	180,480	-	43,111	76%
2900	Classified Other Salaries	152,692	149,165	179,585	186,990	(7,405)	34,298	82%
SUBTOTAL - Classified Employees		290,060	329,644	360,064	367,469	(7,405)	77,409	79%
Employee Benefits								
3000	Employee Benefits							
3100	STRS	158,146	196,293	203,498	203,498	-	45,352	78%
3200	PERS	28,031	31,554	32,620	33,497	(877)	5,466	84%
3300	OASDI-Medicare-Alternative	46,104	51,837	55,651	56,216	(565)	10,113	82%
3400	Health & Welfare Benefits	264,160	276,256	293,824	293,824	-	29,664	90%
3500	Unemployment Insurance	559	1,080	1,140	1,143	(4)	584	49%
3600	Workers Comp Insurance	21,484	21,484	21,484	21,484	-	0	100%
SUBTOTAL - Employee Benefits		518,483	578,502	608,216	609,663	(1,446)	91,179	85%
Books & Supplies								
4000	Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	138,426	150,000	150,000	150,000	-	11,574	92%
4200	Books & Other Reference Materials	1,410	25,000	25,000	17,984	7,016	16,574	8%
4320	Educational Software	15,848	5,278	13,832	15,848	(2,016)	-	100%
4325	Instructional Materials & Supplies	17,034	30,000	28,165	28,165	-	11,131	60%
4326	Art & Music Supplies	1,561	20,000	11,447	11,345	101	9,784	14%
4330	Office Supplies	12,258	12,000	12,157	12,258	(101)	-	100%
4335	PE Supplies	1,835	-	1,835	1,835	-	-	100%
4340	Professional Development Supplies	3,125	5,000	5,000	5,000	-	1,875	62%

Magnolia Science Academy - 8

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Budget						
				Previous Month's		Variance	Forecast	% of Forecast
		Actual YTD	Approved Budget	Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Spent
4345	Non Instructional Student Materials & Supplies	2,734	9,000	9,000	9,000	-	6,266	30%
4346	Teacher Supplies	1,363	5,000	4,843	4,843	-	3,480	28%
4350	Uniforms	4,410	8,000	8,000	8,000	-	3,590	55%
4351	Yearbook	827	1,000	1,000	1,000	-	173	83%
4410	Classroom Furniture, Equipment & Supplies	7,059	-	-	7,059	(7,059)	-	100%
4420	Computers (individual items less than \$5k)	14,419	262,000	14,419	24,419	(10,000)	10,000	59%
4430	Office Furniture, Equipment & Supplies	2,027	8,000	8,000	8,000	-	5,973	25%
4700	Food	79,321	-	195,838	170,000	25,838	90,679	47%
4710	Student Food Services	-	195,838	-	-	-	-	
4720	Other Food	2,621	-	6,532	6,532	-	3,911	40%
SUBTOTAL - Books and Supplies		306,277	736,116	495,067	481,289	13,779	175,011	64%

Magnolia Science Academy - 8

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5000	Services & Other Operating Expenses							
5101	CMO Fees	873,103	873,103	873,103	949,764	(76,661)	76,661	92%
5200	Travel & Conferences	3,646	-	12,000	12,000	-	8,354	30%
5210	Conference Fees	3,090	3,800	3,800	3,800	-	710	81%
5215	Travel - Mileage, Parking, Tolls	3,444	12,000	10,094	8,882	1,212	5,438	39%
5220	Travel and Lodging	6,118	3,000	4,906	6,118	(1,212)	-	100%
5300	Dues & Memberships	3,734	7,200	7,200	7,200	-	3,466	52%
5450	Insurance - Other	24,705	27,225	24,642	24,705	(63)	-	100%
5500	Operations & Housekeeping	170,379	99,000	224,000	224,000	-	53,621	76%
5510	Utilities - Gas and Electric	-	125,000	-	-	-	-	
5605	Equipment Leases	35,080	21,600	54,668	54,668	-	19,588	64%
5615	Repairs and Maintenance - Building	-	3,000	3,000	3,000	-	3,000	0%
5617	Repairs and Maintenance - Other Equipment	2,487	3,000	3,000	3,000	-	513	83%
5803	Accounting & Audit Fees	-	9,021	9,021	9,021	-	9,021	0%
5809	Banking Fees	160	1,000	1,000	1,000	-	841	16%
5813	School Programs - After School Program	10,206	25,000	25,000	25,000	-	14,794	41%
5819	School Programs - Other	3,147	250	3,147	3,147	-	-	100%
5820	Consultants - Non Instructional	5,007	-	8,918	8,918	-	3,911	56%
5822	Other Professional Services	15,477	75,000	75,000	75,000	-	59,523	21%
5824	District Oversight Fees	31,968	45,554	45,554	45,554	-	13,586	70%
5830	Field Trips Expenses	14,799	40,000	40,000	35,000	5,000	20,201	42%
5843	Interest - Loans Less than 1 Year	-	1,000	1,000	1,000	-	1,000	0%
5845	Legal Fees	3,548	10,000	10,000	10,000	-	6,452	35%
5851	Marketing and Student Recruiting	5,875	6,000	6,000	6,000	-	125	98%
5857	Payroll Fees	10,060	9,000	13,398	13,398	-	3,337	75%
5861	Prior Yr Exp (not accrued)	11,747	656	13,079	13,079	-	1,332	90%
5863	Professional Development	75,537	68,000	68,000	75,537	(7,537)	-	100%
5869	Special Education Contract Instructors	28,347	56,000	63,119	63,119	-	34,772	45%
5872	Special Education Encroachment	56,914	65,354	72,874	72,874	-	15,961	78%
5884	Substitutes	39,885	64,750	54,040	54,040	-	14,155	74%
5887	Technology Services	31,127	30,000	30,307	31,127	(820)	-	100%
5899	Miscellaneous Operating Expenses	53,839	-	-	-	-	(53,839)	
5900	Communications	567	-	484	567	(83)	-	100%
5915	Postage and Delivery	5,721	12,000	12,000	12,000	-	6,279	48%

Magnolia Science Academy - 8

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual					
		Budget					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	% of Forecast Spent
	SUBTOTAL - Services & Other Operating Exp.	1,529,719	1,696,513	1,772,354	1,852,519	(80,165)	83%
6000	Capital Outlay						
6400	Equipment	163,109	-	163,109	163,109	-	100%
	SUBTOTAL - Capital Outlay	163,109	-	163,109	163,109	-	100%
TOTAL EXPENSES		4,343,427	5,170,156	5,317,785	5,393,022	(75,237)	81%
6900	Total Depreciation (includes Prior Years)	-	7,534	40,156	40,156	-	0%
TOTAL EXPENSES including Depreciation		4,180,318	5,177,690	5,194,832	5,270,069	(75,237)	79%

Magnolia Science Academy - Santa Ana

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY								
Revenue								
	General Block Grant	937,214	1,136,266	1,169,938	1,170,443	505	233,229	80%
	Federal Revenue	31,015	290,627	284,167	284,167	-	253,151	11%
	Other State Revenues	281,404	324,146	7,037,553	7,037,553	-	6,756,148	4%
	Local Revenues	13,895	34,000	35,591	35,591	-	21,695	39%
	Fundraising and Grants	26,223	17,500	23,719	26,223	2,504	-	100%
	Total Revenue	1,289,752	1,802,539	8,550,967	8,553,976	3,009	7,264,224	15%
Expenses								
	Compensation and Benefits	935,450	1,139,323	1,169,900	1,150,324	19,576	214,874	81%
	Books and Supplies	307,215	378,294	349,590	349,915	(325)	42,700	88%
	Services and Other Operating Expenditures	569,782	606,731	735,440	764,687	(29,247)	194,904	75%
	Capital Outlay	-	-	-	-	-	-	-
	Total Expenses	1,812,447	2,124,348	2,254,930	2,264,926	(9,995)	452,478	80%
Operating Income (excluding Depreciation)		(522,695)	(321,808)	6,296,037	6,289,051	(6,986)	6,811,746	-8%
Operating Income (including Depreciation)		(522,695)	(340,078)	6,277,767	6,270,781	(6,986)	6,793,476	-8%
Operating Income, excluding restricted Grant				(388,513)	(395,500)			0%
Fund Balance								
	Beginning Balance (Unaudited)	2,300,710	2,300,710	2,300,710	2,300,710			100%
	Audit Adjustment	(358,604)	-	(358,604)	(358,604)			100%
	Beginning Balance (Audited)	1,942,106	2,300,710	1,942,106	1,942,106			100%
	Operating Income (including Depreciation)	(522,695)	(340,078)	6,277,767	6,270,781			-8%
Ending Fund Balance (including Depreciation)		1,419,411	1,960,632	8,219,873	8,212,887			17%
Total ADA			140.7	143.3	143.3	0		0%

Magnolia Science Academy - Santa Ana

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Budget						
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	745,176	874,197	901,596	867,019	(34,576)	121,843	86%
8012	Education Protection Account Entitlement	21,063	28,130	28,666	28,666	-	7,603	73%
8019	State Aid - Prior Years	-	-	1,280	1,280	-	1,280	0%
8096	Charter Schools in Lieu of Property Taxes	170,975	233,939	238,396	273,478	35,081	102,503	63%
		937,214	1,136,266	1,169,938	1,170,443	505	233,229	80%
8100 Federal Revenue								
8181	Special Education - Entitlement	-	27,057	20,000	20,000	-	20,000	0%
8220	Child Nutrition Programs	7,608	35,872	36,364	36,364	-	28,755	21%
8291	Title I	22,613	26,705	26,644	26,644	-	4,031	85%
8292	Title II	468	465	468	468	-	-	100%
8293	Title III	163	528	528	528	-	365	31%
8297	PY Federal - Not Accrued	163	-	163	163	-	-	100%
8298	Implementation Grant	-	200,000	200,000	200,000	-	200,000	0%
SUBTOTAL - Federal Income		31,015	290,627	284,167	284,167	-	253,151	11%
8300 Other State Revenues								
8319	Other State Apportionments - Prior Years	34,638	-	34,638	34,638	-	-	100%
8380	Special Ed	-	15,000	-	-	-	-	
8381	Special Education - Entitlement (State)	69,360	69,671	87,345	87,345	-	17,985	79%
8520	Child Nutrition - State	554	4,138	1,465	1,465	-	911	38%
8545	School Facilities Apportionments	58,916	105,488	117,833	117,833	-	58,917	50%
8550	Mandated Cost Reimbursements	86,597	3,986	86,597	86,597	-	-	100%
8560	State Lottery Revenue	13,887	25,458	25,943	25,943	-	12,055	54%
8590	All Other State Revenue	17,452	100,406	17,452	17,452	-	-	100%
8594	Prop 1D Grant (Restricted)	-	-	6,666,281	6,666,281	-	6,666,281	0%
SUBTOTAL - Other State Income		281,404	324,146	7,037,553	7,037,553	-	6,756,148	4%
8600 Other Local Revenue								
8634	Food Service Sales	5,913	9,000	9,000	9,000	-	3,087	66%
8636	Uniforms	6,352	15,000	15,000	15,000	-	8,648	42%

Magnolia Science Academy - Santa Ana

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Budget						
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8660	Interest	462	-	523	523	-	61	88%
8693	Field Trips	-	10,000	10,000	10,000	-	10,000	0%
8699	All Other Local Revenue	70	-	70	70	-	-	100%
8720	Refunds	998	-	998	998	-	-	100%
8999	Uncategorized Revenue	100	-	-	-	-	(100)	
SUBTOTAL - Local Revenues		13,895	34,000	35,591	35,591	-	21,695	39%

Magnolia Science Academy - Santa Ana

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8800	Donations/Fundraising							
8801	Donations - Parents	-	2,000	-	-	-	-	
8802	Donations - Private	20,840	5,500	19,416	20,840	1,424	-	100%
8803	Fundraising	5,383	10,000	4,303	5,383	1,080	-	100%
SUBTOTAL - Fundraising and Grants		26,223	17,500	23,719	26,223	2,504	-	100%
TOTAL REVENUE		1,289,752	1,802,539	8,550,967	8,553,976	3,009	7,264,224	15%
EXPENSES								
Compensation & Benefits								
Certificated Employees Summary								
1100	Teachers Salaries	545,649	696,232	672,245	672,245	-	126,596	81%
1300	Certificated Supervisor & Administrator Salaries	98,616	87,290	132,694	132,694	-	34,079	74%
SUBTOTAL - Certificated Employees		644,265	783,522	804,939	804,939	-	160,674	80%
Classified Employees Summary								
2400	Classified Clerical & Office Salaries	40,709	66,149	66,149	45,303	20,846	4,594	90%
2900	Classified Other Salaries	63,932	68,706	73,906	73,906	-	9,974	87%
SUBTOTAL - Classified Employees		104,641	134,854	140,054	119,209	20,846	14,567	88%
3000	Employee Benefits							
3100	STRS	56,345	73,449	73,306	73,306	-	16,961	77%
3200	PERS	8,638	7,692	9,961	12,826	(2,865)	4,187	67%
3300	OASDI-Medicare-Alternative	25,545	27,850	29,614	28,029	1,585	2,484	91%
3400	Health & Welfare Benefits	87,554	103,334	103,393	103,393	-	15,839	85%
3500	Unemployment Insurance	301	459	472	462	10	161	65%
3600	Workers Comp Insurance	8,161	8,161	8,161	8,161	-	(0)	100%
SUBTOTAL - Employee Benefits		186,545	220,947	224,907	226,176	(1,269)	39,632	82%

Magnolia Science Academy - Santa Ana

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's	Current Forecast	Variance	Forecast	% of Forecast
				Forecast		(Previous vs. Current Forecast)		
4000	Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	150,420	156,000	158,793	158,793	-	8,373	95%
4200	Books & Other Reference Materials	12,537	10,330	12,537	12,537	-	-	100%
4315	Custodial Supplies	100	-	100	100	-	-	100%
4320	Educational Software	4,488	4,739	4,739	4,739	-	250	95%
4325	Instructional Materials & Supplies	9,291	44,500	14,900	14,900	-	5,609	62%
4326	Art & Music Supplies	85	-	100	100	-	15	85%
4330	Office Supplies	3,702	20,000	9,800	9,800	-	6,098	38%
4335	PE Supplies	166	500	500	500	-	334	33%
4340	Professional Development Supplies	384	-	500	500	-	116	77%
4345	Non Instructional Student Materials & Supplies	2,901	-	3,000	3,000	-	99	97%
4350	Uniforms	16,042	-	16,080	16,080	-	38	100%
4400	Noncapitalized Equipment	4,464	12,500	4,464	4,464	-	-	100%
4410	Classroom Furniture, Equipment & Supplies	625	21,000	16,536	16,536	-	15,911	4%
4420	Computers (individual items less than \$5k)	49,726	50,000	50,000	50,000	-	274	99%
4430	Office Furniture, Equipment & Supplies	64	-	100	100	-	36	64%
4700	Food	51,281	-	56,829	56,829	-	5,548	90%
4710	Student Food Services	-	58,625	-	-	-	-	
4720	Other Food	938	100	613	938	(325)	-	100%
SUBTOTAL - Books and Supplies		307,215	378,294	349,590	349,915	(325)	42,700	88%

Magnolia Science Academy - Santa Ana

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual					
		Budget					
		Actual YTD		Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	% of Forecast Spent
		Approved Budget				Forecast Remaining	
5000	Services & Other Operating Expenses						
5101	CMO Fees	-	60,000	60,000	60,000	-	0%
5210	Conference Fees	2,319	5,000	5,000	5,000	-	46%
5215	Travel - Mileage, Parking, Tolls	1,503	20,000	20,000	20,000	-	8%
5300	Dues & Memberships	2,469	5,333	5,333	5,333	-	46%
5450	Insurance - Other	8,694	13,750	8,694	8,694	-	100%
5500	Operations & Housekeeping	4,786	5,000	5,000	5,000	-	96%
5510	Utilities - Gas and Electric	297	2,800	2,800	2,800	-	11%
5605	Equipment Leases	4,675	3,672	5,672	5,672	-	82%
5610	Rent	210,129	209,000	229,029	229,029	-	92%
5615	Repairs and Maintenance - Building	525	12,000	1,900	1,900	-	28%
5617	Repairs and Maintenance - Other Equipment	100	-	100	100	-	100%
5803	Accounting & Audit Fees	-	3,009	3,009	3,009	-	0%
5809	Banking Fees	2,863	1,400	2,800	3,539	(739)	81%
5813	School Programs - After School Program	1,448	-	1,448	1,448	-	100%
5814	School Programs - Academic Competitions	1,740	-	1,740	1,740	-	100%
5819	School Programs - Other	5,211	-	5,211	5,211	-	100%
5820	Consultants - Non Instructional	9,950	-	9,950	9,950	-	100%
5822	Other Professional Services	22,600	15,000	19,181	22,600	(3,418)	100%
5824	District Oversight Fees	11,367	11,363	11,699	11,704	(5)	97%
5830	Field Trips Expenses	13,797	-	11,716	13,797	(2,081)	100%
5833	Fines and Penalties	83,155	-	60,151	83,155	(23,004)	100%
5843	Interest - Loans Less than 1 Year	227	500	227	227	-	100%
5845	Legal Fees	29,894	25,000	30,000	30,000	-	100%
5851	Marketing and Student Recruiting	10,160	24,000	24,000	24,000	-	42%
5857	Payroll Fees	6,594	3,000	9,280	9,280	-	71%
5861	Prior Yr Exp (not accrued)	32,101	-	32,101	32,101	-	100%
5863	Professional Development	10,848	19,000	18,500	18,500	-	59%
5869	Special Education Contract Instructors	53,948	112,000	112,000	112,000	-	48%
5872	Special Education Encroachment	-	3,869	-	-	-	-
5884	Substitutes	7,590	26,276	13,138	13,138	-	58%
5887	Technology Services	7,741	17,059	17,059	17,059	-	45%
5899	Miscellaneous Operating Expenses	15,035	-	-	-	-	(15,035)
5900	Communications	6,609	3,900	6,087	6,609	(522)	100%

Magnolia Science Academy - Santa Ana

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual					
		Budget					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	% of Forecast Spent
5915	Postage and Delivery	1,408	4,800	2,614	2,092	522	67%
	SUBTOTAL - Services & Other Operating Exp.	569,782	606,731	735,440	764,687	(29,247)	75%
6000	Capital Outlay						
	SUBTOTAL - Capital Outlay	-	-	-	-	-	-
TOTAL EXPENSES		1,812,447	2,124,348	2,254,930	2,264,926	(9,995)	80%
Depreciation Calculation							
6900	Total Depreciation (includes Prior Years)	-	18,270	18,270	18,270	-	0%
TOTAL EXPENSES including Depreciation		1,812,447	2,142,618	2,273,200	2,283,196	(9,995)	79%

Magnolia Science Academy - Santa Clara

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
				Previous Month's		Variance		
		Actual YTD	Approved Budget	Forecast	Current Forecast	(Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY								
Revenue								
	General Block Grant	550,089	770,883	716,750	709,424	(7,326)	159,335	78%
	Federal Revenue	11,734	63,688	27,417	27,417	-	15,683	43%
	Other State Revenues	329,412	347,168	309,103	305,639	(3,464)	(23,773)	108%
	Local Revenues	26	-	26	26	-	-	100%
	Fundraising and Grants	259	15,500	1,500	1,500	-	1,241	17%
	Total Revenue	891,520	1,197,239	1,054,796	1,044,006	(10,790)	152,485	85%
Expenses								
	Compensation and Benefits	943,151	1,066,860	1,174,804	1,191,579	(16,774)	248,427	79%
	Books and Supplies	33,058	80,670	70,943	73,201	(2,259)	40,144	45%
	Services and Other Operating Expenditures	595,587	688,291	762,610	763,735	(1,124)	168,147	78%
	Capital Outlay	6,051	6,051	6,051	6,051	-	-	100%
	Total Expenses	1,577,847	1,841,872	2,014,408	2,034,565	(20,157)	456,718	78%
Operating Income (excluding Depreciation)		(686,327)	(644,633)	(959,612)	(990,560)	(30,947)	(304,233)	69%
<i>Operating Income (including Depreciation)</i>		(680,276)	(678,435)	(993,415)	(1,024,362)	(30,947)	(344,086)	66%
Fund Balance								
	Beginning Balance (Unaudited)	473,945	473,945	473,945	473,945			100%
	Audit Adjustment	24,592	-	24,592	24,592			100%
	Beginning Balance (Audited)	498,537	473,945	498,537	498,537			100%
	Operating Income (including Depreciation)	(680,276)	(678,435)	(993,415)	(1,024,362)			66%
Ending Fund Balance (including Depreciation)		(181,739)	(204,490)	(494,878)	(525,825)			35%
Total ADA			102.7	96.2	95.3	-0.99		0%

Magnolia Science Academy - Santa Clara

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
LCFF Entitlement								
8011	Charter Schools LCFF - State Aid	202,635	252,703	206,878	200,952	(5,926)	(1,683)	101%
8012	Education Protection Account Entitlement	202,409	144,372	136,134	134,734	(1,400)	(67,675)	150%
8019	State Aid - Prior Years	(70)	-	(70)	(70)	-	-	100%
8096	Charter Schools in Lieu of Property Taxes	145,115	373,808	373,808	373,808	-	228,693	39%
		550,089	770,883	716,750	709,424	(7,326)	159,335	78%
8100 Federal Revenue								
8181	Special Education - Entitlement	-	50,752	-	-	-	-	
8220	Child Nutrition Programs	-	6,880	-	-	-	-	
8291	Title I	10,744	5,000	25,688	25,688	-	14,944	42%
8292	Title II	657	-	673	673	-	16	98%
8293	Title III	333	1,056	1,056	1,056	-	723	32%
SUBTOTAL - Federal Income		11,734	63,688	27,417	27,417	-	15,683	43%
8300 Other State Revenues								
8319	Other State Apportionments - Prior Years	798	-	798	798	-	-	100%
8381	Special Education - Entitlement (State)	-	45,338	-	-	-	-	
8520	Child Nutrition - State	-	554	-	-	-	-	
8550	Mandated Cost Reimbursements	255,336	5,138	255,336	255,336	-	-	100%
8560	State Lottery Revenue	41,013	18,592	20,705	17,240	(3,464)	(23,773)	238%
8590	All Other State Revenue	32,264	277,546	32,264	32,264	-	-	100%
SUBTOTAL - Other State Income		329,412	347,168	309,103	305,639	(3,464)	(23,773)	108%
8600 Other Local Revenue								
8699	All Other Local Revenue	26	-	26	26	-	-	100%
SUBTOTAL - Local Revenues		26	-	26	26	-	-	100%
8800 Donations/Fundraising								
8801	Donations - Parents	5	500	500	500	-	496	1%

Magnolia Science Academy - Santa Clara

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual					
		Budget					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	% of Forecast Spent
8803	Fundraising	255	15,000	1,000	1,000	-	745 25%
SUBTOTAL - Fundraising and Grants		259	15,500	1,500	1,500	-	1,241 17%
TOTAL REVENUE		891,520	1,197,239	1,054,796	1,044,006	(10,790)	152,485 85%

Magnolia Science Academy - Santa Clara

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Budget						
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
EXPENSES							-	
Compensation & Benefits								
Certificated Employees Summary								
1100	Teachers Salaries	486,552	624,925	640,256	640,256	-	153,704	76%
1300	Certificated Supervisor & Administrator Salaries	135,810	173,536	173,536	173,536	-	37,726	78%
SUBTOTAL - Certificated Employees		622,363	798,462	813,792	813,792	-	191,430	76%
Classified Employees Summary								
2400	Classified Clerical & Office Salaries	54,965	51,135	51,135	66,135	(15,000)	11,170	83%
2900	Classified Other Salaries	7,736	25,232	7,736	7,736	-	-	100%
SUBTOTAL - Classified Employees		62,701	76,367	58,871	73,871	(15,000)	11,170	85%
3000	Employee Benefits							
3100	STRS	66,332	81,847	82,732	82,732	-	16,400	80%
3200	PERS	2,462	5,589	1,841	2,462	(621)	-	100%
3300	OASDI-Medicare-Alternative	14,178	19,493	19,122	20,267	(1,145)	6,089	70%
3400	Health & Welfare Benefits	157,724	67,500	180,846	180,846	-	23,123	87%
3500	Unemployment Insurance	228	437	436	444	(8)	216	51%
3600	Workers Comp Insurance	17,164	17,164	17,164	17,164	-	0	100%
SUBTOTAL - Employee Benefits		258,088	192,031	302,141	303,915	(1,774)	45,828	85%
4000	Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	4,257	2,000	4,193	4,257	(65)	-	100%
4200	Books & Other Reference Materials	845	6,600	3,500	3,435	65	2,591	25%
4315	Custodial Supplies	-	500	500	500	-	500	0%
4320	Educational Software	-	5,500	5,500	5,500	-	5,500	0%
4325	Instructional Materials & Supplies	4,440	16,050	15,296	15,296	-	10,856	29%
4330	Office Supplies	3,086	28,500	20,000	20,000	-	16,914	15%
4346	Teacher Supplies	954	-	954	954	-	-	100%
4400	Noncapitalized Equipment	868	-	1,000	1,000	-	132	87%

Magnolia Science Academy - Santa Clara

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Budget						
				Previous Month's	Variance		Forecast	% of Forecast
		Actual YTD	Approved Budget	Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Spent
4410	Classroom Furniture, Equipment & Supplies	2,357	3,000	3,000	3,000	-	643	79%
4420	Computers (individual items less than \$5k)	6,111	6,500	6,500	6,500	-	389	94%
4430	Non Classroom Related Furniture, Equipment & S	682	500	1,500	1,500	-	818	45%
4700	Food	8,428	11,520	8,000	10,228	(2,228)	1,800	82%
4720	Other Food	1,031	-	1,000	1,031	(31)	-	100%
SUBTOTAL - Books and Supplies		33,058	80,670	70,943	73,201	(2,259)	40,144	45%

Magnolia Science Academy - Santa Clara

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's	Current Forecast	Variance	Forecast Remaining	% of Forecast
				Forecast		(Previous vs. Current Forecast)		Spent
5000	Services & Other Operating Expenses							
5200	Travel & Conferences	6,512	5,000	6,512	6,512	-	-	100%
5210	Conference Fees	2,715	5,000	3,488	3,488	-	773	78%
5215	Travel - Mileage, Parking, Tolls	22	-	100	100	-	78	22%
5220	Travel and Lodging	7,819	7,000	14,107	14,107	-	6,289	55%
5300	Dues & Memberships	1,850	975	1,320	1,850	(530)	-	100%
5450	Insurance - Other	29,549	10,765	33,229	33,229	-	3,680	89%
5500	Operations & Housekeeping	4,426	2,500	11,000	11,000	-	6,574	40%
5510	Utilities - Gas and Electric	4,633	6,000	6,000	6,000	-	1,367	77%
5605	Equipment Leases	25,600	60,000	37,156	37,156	-	11,555	69%
5610	Rent	286,330	311,245	314,625	314,625	-	28,295	91%
5615	Repairs and Maintenance - Building	387	1,000	1,000	1,000	-	613	39%
5617	Repairs and Maintenance - Other Equipment	770	1,000	1,000	1,000	-	230	77%
5631	Other Rentals, Leases and Repairs - Site Relocati	43,763	66,800	66,800	66,800	-	23,037	66%
5803	Accounting & Audit Fees	-	6,000	6,000	6,000	-	6,000	0%
5809	Banking Fees	160	1,800	1,000	1,000	-	841	16%
5814	School Programs - Academic Competitions	905	-	905	905	-	-	100%
5822	Other Professional Services	19,747	3,120	19,079	19,747	(667)	-	100%
5824	District Oversight Fees	6,153	7,709	7,168	7,094	73	941	87%
5843	Interest - Loans Less than 1 Year	-	1,000	-	-	-	-	
5845	Legal Fees	6,423	10,000	10,000	10,000	-	3,578	64%
5851	Marketing & Student Recruiting	961	3,600	3,600	3,600	-	2,639	27%
5857	Payroll Fees	5,316	4,004	6,930	6,930	-	1,614	77%
5861	Prior Yr Exp (not accrued)	38,997	-	39,477	39,477	-	480	99%
5863	Professional Development	4,224	1,706	4,224	4,224	-	-	100%
5884	Substitutes	1,725	12,188	4,642	4,642	-	2,917	37%
5887	Technology Services	11,568	21,000	21,000	21,000	-	9,432	55%
5893	Transportation - Student	65,928	118,080	118,080	118,080	-	52,152	56%
5898	Bad Debt Expense	11,683	-	11,683	11,683	-	-	100%
5899	Miscellaneous Operating Expenses	500	-	-	-	-	(500)	
5900	Communications	4,197	16,000	8,000	8,000	-	3,803	52%
5915	Postage and Delivery	2,729	4,800	4,486	4,486	-	1,757	61%
SUBTOTAL - Services & Other Operating Exp.		595,587	688,291	762,610	763,735	(1,124)	168,147	78%

Magnolia Science Academy - Santa Clara

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual					
		Budget					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	% of Forecast Spent
6000	Capital Outlay						
6400	Equipment	6,051	6,051	6,051	6,051	-	100%
	SUBTOTAL - Capital Outlay	6,051	6,051	6,051	6,051	-	100%
TOTAL EXPENSES		1,577,847	1,841,872	2,014,408	2,034,565	(20,157)	78%
6900	Total Depreciation (includes Prior Years)	-	39,853	39,853	39,853	-	0%
TOTAL EXPENSES including Depreciation		1,571,796	1,875,674	2,048,211	2,068,368	(20,157)	76%

Magnolia Science Academy - San Diego

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY								
Revenue								
	General Block Grant	2,221,796	2,978,176	2,885,718	2,886,815	1,097	665,019	77%
	Federal Revenue	28,818	84,919	86,412	86,412	-	57,595	33%
	Other State Revenues	424,469	481,095	510,414	510,414	-	85,945	83%
	Local Revenues	61,949	108,800	67,800	67,800	-	5,851	91%
	Fundraising and Grants	21,423	20,000	21,423	21,423	-	-	100%
	Total Revenue	2,758,455	3,672,990	3,571,768	3,572,865	1,097	814,410	77%
Expenses								
	Compensation and Benefits	1,497,422	1,901,637	1,880,375	1,884,357	(3,982)	386,935	79%
	Books and Supplies	293,924	354,709	364,134	364,134	-	70,210	81%
	Services and Other Operating Expenditures	635,438	843,014	862,016	862,049	(33)	226,611	74%
	Capital Outlay	-	-	-	-	-	-	-
	Total Expenses	2,426,784	3,099,359	3,106,525	3,110,540	(4,015)	683,755	78%
Operating Income (excluding Depreciation)		331,671	573,631	465,243	462,325	(2,918)	130,654	72%
Operating Income (including Depreciation)		331,671	529,012	420,624	417,706	(2,918)	86,035	79%
Fund Balance								
	Beginning Balance (Unaudited)	615,301	615,301	615,301	615,301			100%
	Audit Adjustment	20,654	-	20,654	20,654			100%
	Beginning Balance (Audited)	635,955	615,301	635,955	635,955			100%
	Operating Income (including Depreciation)	331,671	529,012	420,624	417,706			79%
Ending Fund Balance (including Depreciation)		967,626	1,144,313	1,056,579	1,053,661			92%
Total ADA			409.3	405.6	405.6	0		0%

Magnolia Science Academy - San Diego

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
LCFF Entitlement						-	-	
8011	Charter Schools LCFF - State Aid	583,938	678,457	602,905	604,002	1,097	20,064	97%
8012	Education Protection Account Entitlement	215,012	558,923	557,511	557,511	-	342,499	39%
8096	Charter Schools in Lieu of Property Taxes	1,422,846	1,740,796	1,725,303	1,725,303	-	302,457	82%
		2,221,796	2,978,176	2,885,718	2,886,815	1,097	665,019	77%
8100 Federal Revenue								
8181	Special Education - Entitlement	-	38,931	41,972	41,972	-	41,972	0%
8220	Child Nutrition Programs	12,382	23,833	21,622	21,622	-	9,240	57%
8291	Title I	15,728	22,155	22,111	22,111	-	6,383	71%
8292	Title II	601	-	601	601	-	-	100%
8293	Title III	107	-	107	107	-	-	100%
SUBTOTAL - Federal Income		28,818	84,919	86,412	86,412	-	57,595	33%
8300 Other State Revenues								
8319	Other State Apportionments - Prior Years	9,871	-	9,871	9,871	-	-	100%
8381	Special Education - Entitlement (State)	159,182	180,632	200,643	200,643	-	41,461	79%
8520	Child Nutrition - State	808	3,841	3,485	3,485	-	2,677	23%
8550	Mandated Cost Reimbursements	193,669	5,064	193,669	193,669	-	-	100%
8560	State Lottery Revenue	31,609	74,075	73,415	73,415	-	41,807	43%
8590	All Other State Revenue	29,331	217,484	29,331	29,331	-	-	100%
SUBTOTAL - Other State Income		424,469	481,095	510,414	510,414	-	85,945	83%
8600 Other Local Revenue								
8634	Food Service Sales	-	12,000	-	-	-	-	
8636	Uniforms	26,591	30,000	30,000	30,000	-	3,409	89%
8660	Interest	872	1,800	1,800	1,800	-	928	48%
8693	Field Trips	33,220	35,000	35,000	35,000	-	1,780	95%
8699	All Other Local Revenue	956	30,000	1,000	1,000	-	44	96%
8999	Uncategorized Revenue	310	-	-	-	-	(310)	

Magnolia Science Academy - San Diego

Budget vs. Actuals

As of most recent monthly close-April 2016

Budget vs. Actual		Budget					
	Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUBTOTAL - Local Revenues	61,949	108,800	67,800	67,800	-	5,851	91%
8800 Donations/Fundraising							
8802 Donations - Private	626	5,000	626	626	-	-	100%
8803 Fundraising	20,798	15,000	20,798	20,798	-	-	100%
SUBTOTAL - Fundraising and Grants	21,423	20,000	21,423	21,423	-	-	100%
TOTAL REVENUE	2,758,455	3,672,990	3,571,768	3,572,865	1,097	814,410	77%

Magnolia Science Academy - San Diego

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
EXPENSES							-	
Compensation & Benefits								
Certificated Employees Summary								
1100	Teachers Salaries	863,963	1,178,805	1,113,403	1,113,403	-	249,440	78%
1300	Certificated Supervisor & Administrator Salaries	186,984	208,731	232,144	232,287	(143)	45,302	80%
SUBTOTAL - Certificated Employees		1,050,947	1,387,536	1,345,546	1,345,690	(143)	294,742	78%
Classified Employees Summary								
2400	Classified Clerical & Office Salaries	45,627	59,885	58,365	58,365	-	12,738	78%
2900	Classified Other Salaries	66,240	92,691	84,802	84,802	-	18,561	78%
SUBTOTAL - Classified Employees		111,867	152,576	143,167	143,167	-	31,300	78%
3000	Employee Benefits							
3100	STRS	107,744	129,113	125,478	134,544	(9,067)	26,800	80%
3200	PERS	11,649	14,033	16,961	16,961	-	5,312	69%
3300	OASDI-Medicare-Alternative	26,838	43,269	40,194	34,966	5,228	8,128	77%
3400	Health & Welfare Benefits	173,274	154,222	188,046	188,046	-	14,771	92%
3500	Unemployment Insurance	340	993	1,088	1,088	-	748	31%
3600	Workers Comp Insurance	14,762	19,895	19,895	19,895	-	5,133	74%
SUBTOTAL - Employee Benefits		334,608	361,525	391,662	395,500	(3,839)	60,893	85%
4000	Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	151,881	145,000	151,881	151,881	-	-	100%
4200	Books & Other Reference Materials	9,218	10,500	9,218	9,218	-	-	100%
4300	Materials & Supplies	-	50	-	-	-	-	
4315	Custodial Supplies	3,004	9,000	8,517	8,517	-	5,513	35%
4320	Educational Software	9,643	15,000	15,000	15,000	-	5,357	64%
4325	Instructional Materials & Supplies	2,969	16,900	9,384	9,355	30	6,386	32%
4326	Art & Music Supplies	2,323	-	2,293	2,323	(30)	-	100%
4330	Office Supplies	21,087	49,764	47,150	47,150	-	26,064	45%

Magnolia Science Academy - San Diego

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Budget						
				Previous Month's		Variance	Forecast	% of Forecast
		Actual YTD	Approved Budget	Forecast	Current Forecast	(Previous vs. Current Forecast)	Remaining	Spent
4335	PE Supplies	1,531	5,000	5,000	5,000	-	3,469	31%
4340	Professional Development Supplies	37	3,000	3,000	3,000	-	2,963	1%
4345	Non Instructional Student Materials & Supplies	3,006	-	3,006	3,006	-	-	100%
4346	Teacher Supplies	844	-	1,000	1,000	-	156	84%
4350	Uniforms	18,803	15,205	18,803	18,803	-	-	100%
4400	Noncapitalized Equipment	1,243	1,300	1,300	1,300	-	57	96%
4410	Classroom Furniture, Equipment & Supplies	14,443	31,700	30,038	30,038	-	15,595	48%
4420	Computers (individual items less than \$5k)	19,162	17,500	19,162	19,162	-	-	100%
4430	Non Classroom Related Furniture, Equipment & S	91	-	91	91	-	-	100%
4700	Food	30,169	236	34,790	34,790	-	4,621	87%
4710	Student Food Services	-	34,554	-	-	-	-	
4720	Other Food	4,471	-	4,500	4,500	-	29	99%
SUBTOTAL - Books and Supplies		293,924	354,709	364,134	364,134	0	70,210	81%

Magnolia Science Academy - San Diego

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5000	Services & Other Operating Expenses							
5101	CMO Fees	334,759	334,759	334,759	334,759	(0)	-	100%
5200	Travel & Conferences	497	3,000	1,999	1,999	-	1,502	25%
5210	Conference Fees	1,710	4,000	2,383	2,383	-	673	72%
5215	Travel - Mileage, Parking, Tolls	6,199	3,000	6,118	6,199	(81)	-	100%
5220	Travel and Lodging	7,537	10,000	9,500	9,419	81	1,882	80%
5300	Dues & Memberships	3,391	5,400	5,400	5,400	-	2,009	63%
5450	Insurance - Other	17,886	17,978	17,886	17,886	-	-	100%
5510	Utilities - Gas and Electric	23,182	37,200	37,200	37,200	-	14,018	62%
5605	Equipment Leases	14,025	18,000	18,000	18,000	-	3,975	78%
5615	Repairs and Maintenance - Building	673	4,800	4,800	4,800	-	4,127	14%
5617	Repairs and Maintenance - Other Equipment	1,231	4,800	4,800	4,800	-	3,569	26%
5803	Accounting & Audit Fees	-	5,000	5,000	5,000	-	5,000	0%
5809	Banking Fees	172	1,000	1,000	1,000	-	829	17%
5814	School Programs - Academic Competitions	1,977	-	5,000	5,000	-	3,023	40%
5819	School Programs - Other	542	42	542	542	-	-	100%
5820	Consultants - Non Instructional	426	-	500	500	-	74	85%
5822	Other Professional Services	14,556	54,500	47,447	46,972	475	32,416	31%
5824	District Oversight Fees	29,365	89,345	86,572	86,604	(33)	57,240	34%
5830	Field Trips Expenses	6,482	45,000	40,000	40,000	-	33,518	16%
5843	Interest - Loans Less than 1 Year	-	1,000	1,000	1,000	-	1,000	0%
5845	Legal Fees	8,358	50,000	50,000	50,000	-	41,642	17%
5851	Marketing & Student Recruiting	8,391	24,000	24,000	24,000	-	15,609	35%
5857	Payroll Fees	8,552	3,590	11,700	11,700	-	3,148	73%
5861	Prior Yr Exp (not accrued)	13,758	-	13,758	13,758	-	-	100%
5863	Professional Development	14,654	10,000	14,179	14,654	(475)	-	100%
5869	Special Education Contract Instructors	43,624	55,000	55,000	55,000	-	11,376	79%
5875	Staff Recruiting	1,874	-	1,874	1,874	-	-	100%
5884	Substitutes	21,658	25,000	25,000	25,000	-	3,342	87%
5887	Technology Services	19,048	19,200	19,200	19,200	-	152	99%
5899	Miscellaneous Operating Expenses	20,926	-	-	-	-	(20,926)	
5900	Communications	9,616	17,400	17,030	17,030	-	7,415	56%
5915	Postage and Delivery	370	-	370	370	-	-	100%

Magnolia Science Academy - San Diego

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual					
		Budget					
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	% of Forecast Spent
	SUBTOTAL - Services & Other Operating Exp.	635,438	843,014	862,016	862,049	(33)	74%
6000	Capital Outlay						
	SUBTOTAL - Capital Outlay	-	-	-	-	-	-
	TOTAL EXPENSES	2,426,784	3,099,359	3,106,525	3,110,540	(4,015)	78%
6900	Total Depreciation (includes Prior Years)	-	44,619	44,619	44,619	-	0%
	TOTAL EXPENSES including Depreciation	2,426,784	3,143,978	3,151,144	3,155,159	(4,015)	77%

MERF

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
SUMMARY								
Revenue								
	Local Revenues	4,678,634	4,727,533	4,727,733	5,208,150	480,416	529,515	90%
	Fundraising and Grants	220,195	250,000	250,000	250,000	-	29,805	88%
	Total Revenue	4,898,829	4,977,533	4,977,733	5,458,150	480,416	559,320	90%
Expenses								
	Compensation and Benefits	2,442,823	2,778,672	2,863,184	2,894,228	(31,044)	451,405	84%
	Books and Supplies	88,373	87,874	136,327	105,290	31,038	16,917	84%
	Services and Other Operating Expenditures	2,333,732	2,091,472	2,413,283	2,428,089	(14,806)	94,357	96%
	Capital Outlay	-	-	-	-	-	-	
	Total Expenses	4,864,927	4,958,018	5,412,795	5,427,607	(14,812)	562,680	90%
Operating Income (excluding Depreciation)		33,902	19,515	(435,062)	30,543	465,605	(3,359)	111%
Operating Income (including Depreciation)		33,902	11,850	(442,728)	22,877	465,605	(11,025)	148%
Fund Balance								
	Beginning Balance (Unaudited)	689,915	689,915	689,915	689,915			100%
	Audit Adjustment	(654,272)	-	(654,272)	(654,272)			100%
	Beginning Balance (Audited)	35,643	689,915	35,643	35,643			100%
	Operating Income (including Depreciation)	33,902	11,850	(442,728)	22,877			148%
Ending Fund Balance (including Depreciation)		69,545	701,765	(407,085)	58,520			119%

MERF

Budget vs. Actuals

As of most recent monthly close-April 2016

REVENUE

8600 Other Local Revenue

	Actual YTD	Approved Budget	Previous Month's Forecast	Budget Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
8690 Other Local Revenue	200	-	200	200	-	-	100%
8701 CMO Management Fee - MSA1	873,103	873,103	873,103	898,657	25,554	25,554	97%
8702 CMO Management Fee - MSA2	873,103	873,103	873,103	1,077,532	204,429	204,429	81%
8703 CMO Management Fee - MSA3	873,103	873,103	873,103	873,103	(0)	-	100%
8704 CMO Management Fee - MSA4	163,707	163,707	163,707	240,368	76,661	76,661	68%
8705 CMO Management Fee - MSA5	65,483	65,483	65,483	101,258	35,775	35,775	65%
8706 CMO Management Fee - MSA6	65,492	65,483	65,483	126,820	61,338	61,329	52%
8707 CMO Management Fee - MSA7	545,689	545,689	545,689	545,689	0	-	100%
8708 CMO Management Fee - MSA8	873,103	873,103	873,103	949,764	76,660	76,661	92%
8709 CMO Management Fee - MSA-SA	-	60,000	60,000	60,000	-	60,000	0%
8712 CMO Management Fee - MSA-SD	334,759	334,759	334,759	334,759	0	-	100%
8999 Uncategorized Revenue	10,892	-	-	-	-	(10,892)	

SUBTOTAL - Local Revenues

4,678,634	4,727,533	4,727,733	5,208,150	480,416	529,515	90%
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8800 Donations/Fundraising

8802 Donations - Private	220,195	250,000	250,000	250,000	-	29,805	88%
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SUBTOTAL - Fundraising and Grants

220,195	250,000	250,000	250,000	-	29,805	88%
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TOTAL REVENUE

4,898,829	4,977,533	4,977,733	5,458,150	480,416	559,320	90%
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MERF

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Actual		Budget				
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
EXPENSES							-	
Compensation & Benefits								
Certificated Employees Summary								
1300	Certificated Supervisor & Administrator Salaries	260,284	320,000	260,167	350,367	(90,201)	90,083	74%
	SUBTOTAL - Certificated Employees	260,284	320,000	260,167	350,367	(90,201)	90,083	74%
Classified Employees Summary								
2400	Classified Clerical & Office Salaries	1,749,622	1,948,475	2,056,294	1,993,093	63,201	243,471	88%
2900	Classified Other Salaries	45,232	21,267	69,361	69,361	-	24,129	65%
	SUBTOTAL - Classified Employees	1,794,854	1,969,742	2,125,655	2,062,454	63,201	267,600	87%
3000	Employee Benefits							
3100	STRS	4,739	-	6,885	9,299	(2,414)	4,560	51%
3300	OASDI-Medicare-Alternative	157,814	189,504	178,206	178,879	(674)	21,066	88%
3400	Health & Welfare Benefits	163,807	170,618	186,000	186,000	-	22,193	88%
3500	Unemployment Insurance	14,922	12,005	14,745	15,431	(686)	510	97%
3600	Workers Comp Insurance	-	24,795	23,858	24,128	(270)	24,128	0%
3700	Retiree Benefits	46,404	92,008	67,669	67,669	(0)	21,264	69%
	SUBTOTAL - Employee Benefits	387,686	488,930	477,363	481,407	(4,044)	93,722	81%
4000	Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	-	1,000	239	239	-	239	0%
4200	Books & Other Reference Materials	761	-	761	761	-	-	100%
4320	Educational Software	16,160	18,900	18,900	18,900	-	2,740	86%
4325	Instructional Materials & Supplies	288	100	100	288	(188)	-	100%
4326	Art & Music Supplies	102	-	-	102	(102)	-	100%
4330	Office Supplies	10,614	3,874	10,921	10,921	-	307	97%
4400	Noncapitalized Equipment	1,686	44,000	44,000	12,000	32,000	10,314	14%
4420	Computers (individual items less than \$5k)	31,406	6,000	31,406	31,406	-	-	100%
4430	Non Classroom Related Furniture, Equipment & S	673	-	-	673	(673)	-	100%

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Budget vs. Actuals

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4700	Food	-	5,000	-	-	-	-	
4720	Other Food	26,683	9,000	30,000	30,000	-	3,317	89%
SUBTOTAL - Books and Supplies		88,373	87,874	136,327	105,290	31,038	16,917	84%

MERF

Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual						
		Budget						
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	Forecast Remaining	% of Forecast Spent
5000	Services & Other Operating Expenses							
5200	Travel & Conferences	8,964	10,000	8,773	8,964	(191)	-	100%
5210	Conference Fees	13,469	5,000	24,629	24,438	191	10,969	55%
5215	Travel - Mileage, Parking, Tolls	22,062	5,000	17,397	22,062	(4,664)	-	100%
5220	Travel and Lodging	51,772	140,000	109,200	104,536	4,664	52,764	50%
5300	Dues & Memberships	7,179	10,000	10,000	10,000	-	2,821	72%
5450	Insurance - Other	1,970	14,400	14,400	14,400	-	12,430	14%
5500	Operations & Housekeeping	13,364	20,272	20,189	20,189	-	6,825	66%
5605	Equipment Leases	7,660	12,000	12,000	12,000	-	4,340	64%
5610	Rent	175,135	150,000	210,769	201,135	9,634	26,000	87%
5615	Repairs and Maintenance - Building	83	-	83	83	-	-	100%
5617	Repairs and Maintenance - Other Equipment	97	-	97	97	-	-	100%
5803	Accounting & Audit Fees	132,731	6,000	6,000	6,000	-	(126,731)	2212%
5809	Banking Fees	12,853	4,000	17,917	17,917	-	5,064	72%
5812	Business Services	528,167	695,000	695,000	695,000	-	166,833	76%
5820	Consultants - Non Instructional	405,788	307,000	312,000	381,038	(69,038)	(24,750)	106%
5822	Other Professional Services	368,626	263,000	412,500	412,500	-	43,874	89%
5833	Fines and Penalties	1,213	-	314	1,213	(898)	-	100%
5843	Interest - Loans Less than 1 Year	443	-	517	517	-	74	86%
5845	Legal Fees	142,255	100,000	104,091	170,000	(65,909)	27,745	84%
5851	Marketing & Student Recruiting	73,200	20,000	68,773	73,200	(4,427)	-	100%
5857	Payroll Fees	10,339	15,800	12,850	12,850	-	2,511	80%
5861	Prior Yr Exp (not accrued)	2,574	-	55,245	22,574	32,671	20,000	11%
5863	Professional Development	69,136	95,000	184,538	95,000	89,538	25,864	73%
5864	Professional Development - Other	6,548	-	24,000	24,000	-	17,452	27%
5887	Technology Services	67,376	61,000	61,000	67,376	(6,376)	-	100%
5899	Miscellaneous Operating Expenses	194,298	-	-	-	-	(194,298)	
5900	Communications	9,340	144,000	17,000	17,000	-	7,660	55%
5915	Postage and Delivery	7,089	14,000	14,000	14,000	-	6,911	51%
SUBTOTAL - Services & Other Operating Exp.		2,333,732	2,091,472	2,413,283	2,428,089	(14,806)	94,357	96%
6000	Capital Outlay							

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Budget vs. Actuals

As of most recent monthly close-April 2016

		Budget vs. Actual					
		Actual		Budget			
		Actual YTD	Approved Budget	Previous Month's Forecast	Current Forecast	Variance (Previous vs. Current Forecast)	% of Forecast Spent
SUBTOTAL - Capital Outlay		-	-	-	-	-	-
TOTAL EXPENSES		4,864,927	4,958,018	5,412,795	5,427,607	(14,812)	90%
Depreciation Calculation							
6900	Total Depreciation (includes Prior Years)	-	7,666	7,666	7,666	-	0%
TOTAL EXPENSES including Depreciation		4,864,927	4,965,684	5,420,461	5,435,273	(14,812)	90%