



Magnolia Public Schools

Regular Board Meeting

Published on September 21, 2017 at 3:07 PM PDT

Date and Time

Thursday August 10, 2017 at 6:00 PM PDT

Location

MPS Home Office: 250 E. 1st St. Ste 1500 LA, CA 90012

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:

Call In- Dial: 1.844.572.5683 Code: 1948435

- MSA-3 1254 E. Helmick St. Carson, CA 90034
- MSA-6 3754 Dunn Dr. Los Angeles, CA 90034 (Dr. Saken Sherkhanov)
- MSA-7 18355 Roscoe Boulevard Northridge, CA 91325
- MSA-SD 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas)
- MSA-SA 2840 W. 1st St. Santa Ana, CA 92703
- 75 Wailea Ike Drive, Wailea, HI, USA 96753 (Dr. Umit Yapanel)

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact the MPS 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 Ste 1500 Los Angeles, CA 90012.

Board Members:

Dr. Saken Sherkhanov, Chair
Dr. Umit Yapanel, Secretary
Mr. Serdar Orazov, Treasurer
Ms. Diane Gonzalez
Mr. Nguyen Huynh
Dr. Salih Dikbas
Dr. Remzi Oten
Mr. Haim Beliak

CEO & Superintendent:

Dr. Caprice Young

NOTICE OF OPEN SESSION DISCUSSION/ACTION ITEM Agenda Items:

Due to space limitations on the following pages of the agenda, notice of open session discussion/action agenda items is provided here.

Approval of Employment Agreement for CEO/Superintendent

VI. A. Oral report of salary, salary schedule, or compensation paid in the form of fringe benefits to CEO/Superintendent

Agenda

	Purpose	Presenter	Duration
I. Opening Items			
A. Call the Meeting to Order			
B. Record Attendance and Guests			
C. Pledge of Allegiance			1
D. Public Comments			20
E. Approval of Agenda	Vote		1
F. Approve Minutes of Regular Board Meeting; July 13, 2017	Approve Minutes		1
G. Approve Minutes of Special Board Meeting; July 13, 2017	Approve Minutes		1
H. Approve Minutes of Special Ad Hoc Committee Meeting for CEO Contract Negotiations; July 27, 2017	Approve Minutes		1
I. Approve Minutes of Special Ad Hoc Committee Meeting for Facility Needs; July 27, 2017	Approve Minutes		1
J. Approve Minutes of Special Ad-Hoc Committee Meeting for CEO Contract Renewal; August 3, 2017	Approve Minutes		1
II. Consent Agenda			
A. Approval of Revised English Learner Plan	Vote	Nicole Vasquez	
B. Approval of Title III ESSA Transition Plan	Vote	Nicole Vasquez	
C. Approval of MPS Public Records Requests Policy	Vote	David Yilmaz	
III. Action Items			
A. Authorization to Submit Renewal of Charter Petition for Magnolia Science Academy 4 to LAUSD	Vote	Alfredo Rubalcava	5
B. Authorization to Submit Renewal of Charter Petition for Magnolia Science Academy 5 to LAUSD	Vote	Alfredo Rubalcava	5
C. Approval of New Board Member Nominations	Vote	Nominations Committee	10
D. MPS Board Committee Membership Approval	Vote	Saken Sherkhanov	5

E. Review/Approval of Comparable Compensation Data for Charter School Superintendents/Principals	Vote	Saken Sherkhanov	10
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IV. Information Items

A. Professional Development Update	Discuss	Kenya Jackson	5
B. Enrollment Update for 2017-18	Discuss	Alfredo Rubalcava	10
C. Finance Update- June 2017 Financials	Discuss	Kristin Dietz	10

V. Closed Session Items

A. Public Announcement of Closed Session Item(s)	FYI	Saken Sherkhanov	1
B. Public Employment Title: Chief Executive Officer ("CEO")/ Superintendent	Discuss	Saken Sherkhanov	15
C. Public Announcement of Actions taken During Closed Session	FYI	Saken Sherkhanov	1

VI. Open Session Discussion/Action Item:

A. Approval of Employment Agreement for CEO/Superintendent	Vote	Saken Sherkhanov	10
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VII. Closing Items

A. Adjourn Meeting	Vote		
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Cover Sheet

Approve Minutes of Regular Board Meeting; July 13, 2017

Section: I. Opening Items
Item: F. Approve Minutes of Regular Board Meeting; July 13, 2017
Purpose: Approve Minutes
Submitted by:



Magnolia Public Schools

Minutes

Regular Board Meeting

Date and Time

Thursday July 13, 2017 at 6:00 PM

Location

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

AGENDA

Board members who joined remotely joined from the locations stated below. These locations were open to the public.:

- MSA-2 17125 Victory Blvd. Lake Balboa, CA 91406
- MSA-3 1254 E. Helmick St. Carson, CA 90034
- MSA-4 11330 W. Graham Place Los Angeles, CA 90064 (Rabbi Haim Beliak, Ms. Diane Gonzalez)
- MSA-SD 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas)
- MSA-SA 2840 W. 1st St. Santa Ana, CA 92703
- 2736 Sandfiddler Rd. Virginia Beach, VA 23457 (Mr. Nguyen Huynh)

Board Members:

Ms. Noel Russell- Unterburger, President
Dr. Umit Yapanel, Secretary
Mr. Serdar Orazov, Treasurer
Dr. Saken Sherkhanov
Dr. Salih Dikbas
Dr. Remzi Oten
Ms. Diane Gonzalez
Mr. Nguyen Huynh
Mr. Haim Beliak

CEO & Superintendent:

Dr. Caprice Young

V. A Conference with Legal Counsel—Anticipated Litigation

Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: One (1) case

V. B Public Employment, Title: CEO and Superintendent

Directors Present

D. Gonzalez (remote), H. Beliak (remote), N. Huynh (remote), N. Russell-Unterburger, S. Dikbas (remote), S. Orazov, U. Yapanel

Directors Absent

R. Oten, S. Sherkhonov

I. Opening Items

A. Call the Meeting to Order

N. Russell-Unterburger called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Jul 13, 2017 @ 6:51 PM at MPS Home Office: 250 E. 1st St. Ste 1500 Los Angeles, CA 90012.

B. Record Attendance and Guests

The following board members attended from MPS Home Office: N. Unterburger, U. Yapanel, S. Orazov. The following board members attended from MSA-4: D. Gonzalez, H. Beliak. The following board member attended from MSA-SD: S. Dikbas. N. Huynh participated from the location stated above. R. Oten and S. Sherkhonov were absent.

C. Pledge of Allegiance

B. Torres, Executive Assistant led the Pledge of Allegiance.

D. Public Comments

Mike from the Salvation Army presented his public comments, Principal of MSA-SA ,Laura Schlottman presented him and his affiliation. Mike explained details of his organization's and how it supports student homelessness. There were no further public comments.

E. Approval of Agenda

N. Russell-Unterburger made a motion to approve the agenda as presented.
U. Yapanel seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Gonzalez	Aye
N. Russell-Unterburger	Aye
N. Huynh	Aye
R. Oten	Absent
U. Yapanel	Aye
S. Sherkhonov	Absent
H. Beliak	Aye
S. Orazov	Aye
S. Dikbas	Aye

F. Approve Minutes- Annual /Regular Board Meeting from June 14, 2017

U. Yapanel made a motion to approve minutes from the Regular (Annual) Board Meeting on 06-14-17.

S. Orazov seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

N. Russell-Unterburger	Abstain
H. Beliak	Aye
S. Sherkhonov	Absent
N. Huynh	Aye
D. Gonzalez	Aye
S. Dikbas	Aye
U. Yapanel	Aye
R. Oten	Absent
S. Orazov	Aye

II. Consent Items

A. Approval of Resolutions for 2017-18 MPS Board Committees

N. Russell-Unterburger made a motion to approve the resolutions of 2017-18 MPS Board Committees under Consent Agenda.

D. Gonzalez seconded the motion.

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

Roll Call

S. Dikbas	Aye
D. Gonzalez	Aye
S. Orazov	Aye
S. Sherkhonov	Absent
N. Russell-Unterburger	Aye
R. Oten	Absent
H. Beliak	Aye
N. Huynh	Aye

B. Approval of 2017-18 MPS Committee Meeting Calendars

N. Russell-Unterburger made a motion to approve the 2017-18 MPS Board Committees under Consent Agenda.

D. Gonzalez seconded the motion.

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

Roll Call

N. Russell-Unterburger	Aye
S. Sherkhonov	Absent
S. Orazov	Aye
D. Gonzalez	Aye
U. Yapanel	Aye
S. Dikbas	Aye
H. Beliak	Aye
R. Oten	Absent
N. Huynh	Aye

C. Approval of MOU and Agreement for Student Teaching Between MSA-Bell (8) and CSUDH

N. Russell-Unterburger made a motion to accept and sign the Memorandum of Understanding and Student Teaching Agreement for 2017-2019 from California State University Dominguez Hills to provide a student teaching experience through practice teaching at Magnolia Science Academy Bell (8).

D. Gonzalez seconded the motion.

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

Roll Call

N. Huynh	Aye
H. Beliak	Aye
S. Orazov	Aye
S. Dikbas	Aye
S. Sherkhanov	Absent
R. Oten	Absent
D. Gonzalez	Aye
N. Russell-Unterburger	Aye
U. Yapanel	Aye

D. Approval of Contract with SoCal Office Technologies for MSA SA

N. Russell-Unterburger made a motion to award the winning bid based on the vendor evaluation matrix and approve the copier lease for MSA Santa Ana by SoCal Office Technologies. Should there be any similar need for other Magnolia schools, the approved vendor, machine model, and pricing will be effective for fiscal year 2017-18.

D. Gonzalez seconded the motion.

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

Roll Call

N. Russell-Unterburger	Aye
D. Gonzalez	Aye
S. Dikbas	Aye
S. Sherkhanov	Absent
U. Yapanel	Aye
R. Oten	Absent
S. Orazov	Aye
N. Huynh	Aye
H. Beliak	Aye

E. Approval of 2017-18 Parent/Student Handbook

N. Russell-Unterburger made a motion to approve the 2017-18 Student/Parent Handbook under Consent Agenda.

D. Gonzalez seconded the motion.

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

Roll Call

S. Sherkhanov	Absent
H. Beliak	Aye
N. Russell-Unterburger	Aye
S. Dikbas	Aye
N. Huynh	Aye
U. Yapanel	Aye
S. Orazov	Aye
D. Gonzalez	Aye
R. Oten	Absent

F. Approval of 2017-18 Employee Handbook

N. Russell-Unterburger made a motion to approve the 2017-18 Employee handbook as presented.

D. Gonzalez seconded the motion.

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

Roll Call

S. Sherkhanov	Absent
N. Huynh	Aye
R. Oten	Absent
S. Dikbas	Aye
U. Yapanel	Aye

S. Orazov Aye
 N. Russell-Unterburger Aye
 D. Gonzalez Aye
 H. Beliak Aye

G. Approval of MPS Youth Suicide Prevention Policy

N. Russell-Unterburger made a motion to approve the MPS Youth Suicide Prevention Policy.

D. Gonzalez seconded the motion.

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

Roll Call

S. Orazov Aye
 S. Dikbas Aye
 S. Sherkhanov Absent
 U. Yapanel Aye
 H. Beliak Aye
 D. Gonzalez Aye
 R. Oten Absent
 N. Russell-Unterburger Aye
 N. Huynh Aye

H. Approval of Changes to Student Policies: Mathematics Placement, Anti-Bullying, Homeless Education

N. Russell-Unterburger made a motion to approve the revisions to student policies: Mathematics Placement, Anti-Bullying, and Homeless Education.

D. Gonzalez seconded the motion.

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

Roll Call

S. Dikbas Aye
 S. Sherkhanov Absent
 D. Gonzalez Aye
 N. Huynh Aye
 R. Oten Absent
 U. Yapanel Aye
 S. Orazov Aye
 N. Russell-Unterburger Aye
 H. Beliak Aye

III. Action Items

A. Election of 2017-18 MPS Board Officers

U. Yapanel made a motion to nominate S. Sherkhanov as Board President of MPS for 2017-18.

S. Orazov seconded the motion.

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

Roll Call

U. Yapanel Aye
 N. Russell-Unterburger No
 H. Beliak Aye
 S. Sherkhanov Absent
 S. Orazov Aye
 D. Gonzalez Aye
 R. Oten Absent
 N. Huynh No
 S. Dikbas Aye

U. Yapanel nominated N. Unterburger as the Board Secretary, N. Unterburger declined the nomination. Therefore, a different motion was made.
 U. Yapanel made a motion to re-elect S. Orazov as Treasurer of MPS Board.
 S. Dikbas seconded the motion.
 The board **VOTED** to approve the motion.

Roll Call

U. Yapanel	Aye
N. Huynh	Abstain
N. Russell-Unterburger	No
H. Beliak	Aye
R. Oten	Absent
S. Orazov	Abstain
D. Gonzalez	Aye
S. Dikbas	Aye
S. Sherkhanov	Absent

S. Orazov made a motion to re-elect U. Yapanel as the Board Secretary for 2017-18.
 D. Gonzalez seconded the motion.
 The board **VOTED** to approve the motion.

Roll Call

N. Russell-Unterburger	No
N. Huynh	Aye
H. Beliak	Aye
S. Orazov	Aye
U. Yapanel	Abstain
S. Dikbas	Aye
R. Oten	Absent
D. Gonzalez	Aye
S. Sherkhanov	Absent

All representing vice chairman will continue the same as 2016-17.

Representing Parents (Article VII, Section 3); Dr. Remzi Oten
 Vice Chairman Representing Los Angeles County (Article IX, Sections 13);
 Ms. Noel Russell-Unterburger
 Vice Chairman Representing Orange County County (Article IX, Sections 13);
 Dr. Remzi Oten
 Vice Chairman Representing San Diego County County (Article IX, Sections 13);
 Dr. Salih Dikbas

B. Reconsideration of Educational Facilities Group Contract for 2017-18

F. Gonzalez, Chief Growth Officer, explained the facility project details and projects that have taken place in the past and are currently in process of completion. He explained the challenges that have taken place and how those have been addressed. Silver Creek representative addressed board member questions regarding the MSA San Diego current project. S. Orazov suggested to issue a 90 day notice to terminate or renegotiate the Educational Facilities Group (EFG) contract, the rest of the Board did not agree, this action did not move forward. S. Acar, Chief Operations Officer explained to the Board the projects EFG is working on and why they are needed through the end of January 2018 which is when EFG will terminate it's contract with MPS. No actions were taken, EFG will continue to operate under the terms that were previously approved by the board.

IV. Information Items:

A. Fundraising and Partnerships Update

A written report was provided, there was no discussion.

B. Finance Update- May 2017 Financials

A written report was provided, there was no discussion.

C. Public Announcement of Closed Session Item(s)

N. Russell-Unterbürger informed the public of the Closed Session items that were going to be discussed. Before going into Closed Session, N. Unterburger announced her resignation, effective immediately after the adjournment of this current meeting, July 13, 2017.

V. Closed Session Items

A. Conference with Legal Counsel—Anticipated Litigation

No actions were taken.

B. Public Employment, Title: CEO and Superintendent

No actions were taken.

VI. Other Action Items

A. Public Announcement of Actions taken During Closed Session

N. Russell-Unterbürger informed the public in open session that no actions were taken during Closed Session.

N. Russell-Unterbürger informed the public in open session that no actions were taken during Closed Session.

B. Possible Board Approval of Employment Agreement for Chief Executive Officer and Superintendent

This item was not addressed.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:30 PM.

Respectfully Submitted,
N. Russell-Unterburger

Cover Sheet

Approve Minutes of Special Board Meeting; July 13, 2017

Section: I. Opening Items
Item: G. Approve Minutes of Special Board Meeting; July 13, 2017
Purpose: Approve Minutes
Submitted by:



Magnolia Public Schools

Minutes

Special Board Meeting

Date and Time

Thursday July 13, 2017 at 6:10 PM

Location

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

Board Members who called in attended from the following locations stated below, these locations were open to the public for remote participation.

- MSA-2 17125 Victory Blvd. Lake Balboa, CA 91406
- MSA-3 1254 E. Helmick St. Carson, CA 90034
- MSA-4 11330 W. Graham Place Los Angeles, CA 90064 (Rabbi Haim Beliak, Ms. Diane Gonzalez)
- MSA-SD 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas)
- MSA-SA 2840 W. 1st St. Santa Ana, CA 92703
- 2736 Sandfiddler Rd. Virginia Beach, VA 23457 (Mr. Huynh Nguyen)

Board Members:

Ms. Noel Russell- Unterburger, President
Dr. Umit Yapanel, Secretary
Mr. Serdar Orazov, Treasurer
Dr. Saken Sherkhanov
Dr. Salih Dikbas
Dr. Remzi Oten
Ms. Diane Gonzalez
Mr. Nguyen Huynh
Mr. Haim Beliak

CEO & Superintendent:

Dr. Caprice Young

Directors Present

D. Gonzalez (remote), H. Beliak (remote), N. Huynh (remote), N. Russell-Unterburger, S. Dikbas (remote), S. Orazov, U. Yapanel

Directors Absent

R. Oten, S. Sherkhanov

Guests Present

B. Torres

I. Opening Items

A. Call the Meeting to Order

N. Russell-Unterburger called a meeting of the board of directors of Magnolia Public Schools to order on Thursday Jul 13, 2017 @ 6:51 PM at MPS Home Office: 250 E. 1st St. Suite 1500 Los Angeles, CA 90012.

B. Record Attendance and Guests

The following board members attended from MPS Home Office: N.Unterburger, U. Yapanel, S. Orazov. The following board members attended from MSA-4: D. Gonzalez, H. Beliak. The following board member attended from MSA-SD: S. Dikbas. N. Huynh participated from the location stated above. R. Oten, S. Sherkhanov were absent.

C. Pledge of Allegiance

B. Torres, Executive Assistant, led the Pledge of Allegiance.

D. Public Comments

There were no public comments.

E. Approval of Agenda

N. Russell-Unterburger made a motion to approve the agenda as presented.
U. Yapanel seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

R. Oten	Absent
S. Orazov	Aye
S. Sherkhanov	Absent
N. Huynh	Aye
D. Gonzalez	Aye
S. Dikbas	Aye
H. Beliak	Aye
N. Russell-Unterburger	Aye
U. Yapanel	Aye

II. Action Items

A. Update and Approval of 2017-18 MSA SD Budget

S. Orazov made a motion to approve the revised MSA San Diego construction budget forecast of \$7,888,501 based on the completion of the bidding, negotiation, legal review and investor approval of the major contracts. This item was approved along with items II B- II E in one motion.

N. Huynh seconded the motion.

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

Roll Call

S. Orazov	Aye
N. Russell-Unterburger	Aye
U. Yapanel	Aye
R. Oten	Absent
S. Sherkhanov	Absent
N. Huynh	Aye
D. Gonzalez	Aye
H. Beliak	Aye
S. Dikbas	Aye

B. Approve Contract with Williams Scotman to Acquire Modular Classrooms for MSA SD

C. Young, CEO and F. Gonzalez, CGO presented the Williams Scotman contract to the Board. Staff from Williams Scotman addressed specific questions from the Board Members and discussed contract details. All questions were discussed and addressed.

S. Dikbas made a motion to approve to negotiate and execute the contract with Williams Scotman to acquire, deliver and install modular classrooms and restrooms for MSA San Diego at the DeAnza campus, consistent with the approval of legal counsel and the financiers. This item was approved in one motion along with item II A- II E.

N. Huynh seconded the motion.

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

Roll Call

U. Yapanel	Aye
S. Dikbas	Aye
H. Beliak	Aye
D. Gonzalez	Aye
R. Oten	Absent
S. Sherkhanov	Absent
N. Russell-Unterburger	Aye
S. Orazov	Aye
N. Huynh	Aye

C. Delegation of Authority to Hire An On Site Inspector of Record, Contract Not to Exceed \$140,000

S. Orazov made a motion to delegate authority to the CEO to hire an Inspector of Record for MSA San Diego. The Inspector of Record will provide on-site services for MSA San Diego, with the understanding that the contract is not to exceed \$140,000. This item was approved in one motion along with item II A - II E.

N. Huynh seconded the motion.

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

Roll Call

N. Huynh	Aye
U. Yapanel	Aye
N. Russell-Unterburger	Aye
D. Gonzalez	Aye
S. Orazov	Aye
S. Sherkhanov	Absent
S. Dikbas	Aye
R. Oten	Absent
H. Beliak	Aye

D. Delegation of Authority to Negotiate Contract with General Contractor to Complete MSA SD Facility

S. Orazov made a motion to delegate authority to the CEO to negotiate and execute a contract with a General Contractor to complete the site work for the MSA San Diego facility per the approved plans. The contract shall be on form AIA 102, which is the standard form of agreement between Owner and Contractor where the basis of payment is the cost of the work plus a fee with a guaranteed maximum price, known as a Cost Plus Contract with a Guaranteed Maximum Price. The contract will be consistent with the review and approval of legal counsel and the financiers. This item was approved in one motion along with item II A - II E.

N. Huynh seconded the motion.

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

Roll Call

S. Orazov	Aye
U. Yapanel	Aye
H. Beliak	Aye
D. Gonzalez	Aye
S. Sherkhanov	Absent
N. Russell-Unterburger	Aye
R. Oten	Absent
N. Huynh	Aye
S. Dikbas	Aye

E. Amendment to Contract with Silver Creek Industries to Construct Admin. and Multi Purpose Bldg.

S. Orazov made a motion to approve the contract with Silver Creek Industries to construct, deliver and install administrative and multi-purpose buildings for the MSA San Diego facility on the DeAnza campus. This item was approved in one motion along with item II A - II E.

N. Huynh seconded the motion.

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

Roll Call

N. Russell-Unterburger	Aye
S. Dikbas	Aye
N. Huynh	Aye
H. Beliak	Aye
D. Gonzalez	Aye
R. Oten	Absent
S. Orazov	Aye
U. Yapanel	Aye
S. Sherkhanov	Absent

F. Approval of Request for Proposal (RFP) ADA Projects at MSA-2

S. Orazov made a motion to authorize the CEO to select the general contractor/ vendor to perform the required and/or recommended improvements for MSA-2 in the LACOE facilities improvement report dated July 10th, 2017 and/or use the long term cash reserves of MSA-2 for these one-time facility improvements. This item was approved in one motion along with item II A - II E.

U. Yapanel seconded the motion.

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

Roll Call

U. Yapanel	Aye
S. Sherkhanov	Absent
S. Orazov	Aye
N. Russell-Unterburger	Aye
D. Gonzalez	Absent
S. Dikbas	Aye

N. Huynh Aye
R. Oten Absent
H. Beliak Aye

D. Gonzalez left the room momentarily and did not vote on this item.

G. Approval of Food Vendor Selection for MSA 1,2,3,4,6, and 7 for 2017-18 school year

U. Yapanel made a motion to approve Preferred Meals for MSA 1-2-3-4 and 6 & Better4You for MSA 7 as their vended meal (pre-packed) food vendors for 2017-18 school year.

H. Beliak seconded the motion.

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

Roll Call

S. Sherkhanov Absent
N. Huynh Aye
N. Russell-Unterburger Aye
D. Gonzalez Abstain
S. Dikbas Aye
U. Yapanel Aye
R. Oten Absent
S. Orazov Abstain
H. Beliak Aye

S. Acar, Chief Operations Officer, explained the RFP and selection process. All questions were addressed.

H. Approval of Revisions to the Complaint Procedures

D. Yilmaz, CAO, explained the revisions to the Complaint Procedures. He stated that the presented policy was reviewed by legal. All questions were addressed.

S. Orazov made a motion to approve the revisions to the Complaint Procedures.

N. Russell-Unterburger seconded the motion.

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

Roll Call

U. Yapanel Aye
S. Sherkhanov Absent
N. Huynh Aye
D. Gonzalez Aye
N. Russell-Unterburger Aye
R. Oten Absent
S. Orazov Aye
H. Beliak Aye
S. Dikbas Aye

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:18 PM.

Respectfully Submitted,
N. Russell-Unterburger

Cover Sheet

Approve Minutes of Special Ad Hoc Committee Meeting for CEO Contract Negotiations; July 27, 2017

Section: I. Opening Items
Item: H. Approve Minutes of Special Ad Hoc Committee Meeting for
CEO Contract Negotiations; July 27, 2017
Purpose: Approve Minutes
Submitted by:



Magnolia Public Schools

Minutes

Special Ad Hoc Committee Meeting Created for CEO Renewal

Date and Time

Thursday July 27, 2017 at 6:30 PM

Location

Teleconference: Dial: 1.844.572.5683 Code: 1948435

Committee members joined remotely from the following locations:

- MSA-San Diego: 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas)
- 940 Stewart Dr. Sunnyvale, CA 94085 (Dr. Umit Yapanel)
- 7528 Yarmouth Ave. Reseda, CA 91335 (Dr. Saken Sherkhanov)

MPS Board Members:

Dr. Umit Yapanel, Chair

Dr. Salih Dikbas

Dr. Saken Sherkhanov

CEO & Superintendent:

Dr. Caprice Young (did not participate)

Committee Members Present

S. Sherkhanov (remote)

Committee Members Absent

None

Guests Present

S. Dikbas (remote), U. Yapanel (remote)

I. Opening Items

A. Call the Meeting to Order

S. Sherkhonov called a meeting of the Ad-Hoc Committee committee of Magnolia Public Schools to order on Thursday Jul 27, 2017 @ 7:06 PM at Teleconference: Dial: 1.844.572.5683 Code: 1948435.

B. Record Attendance and Guests

All committee members joined remotely from the addresses indicated above.

C. Public Comments

There were no public comments.

D. Approval of the Agenda

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

U. Yapanel seconded the motion.

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

II. Closed Session Items

A. Public Announcement of Closed Session Item(s)

S. Sherkhonov informed the public that committee members would go into Closed Session to discuss the renewal of the Contract for the CEO, Dr. Caprice Young.

B. Public Employment, Title: CEO and Superintendent

The committee went into Closed Session to discuss this item, legal council joined the call.

C. Public Announcement of Actions taken During Closed Session

S. Sherkhonov informed the public that the committee instructed legal to work on the CEO contract to be presented in the August board meeting.

III. Recommended Action Items

A. Recommendation for Approval of Employment Agreement for Chief Executive Officer and Superintendent

This item was not addressed.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:55 PM.

Respectfully Submitted,
S. Sherkhonov

Cover Sheet

Approve Minutes of Special Ad Hoc Committee Meeting for Facility Needs; July 27, 2017

Section: I. Opening Items
Item: I. Approve Minutes of Special Ad Hoc Committee Meeting for
Facility Needs; July 27, 2017
Purpose: Approve Minutes
Submitted by:



Magnolia Public Schools

Minutes

Special Ad-Hoc

Date and Time

Thursday July 27, 2017 at 7:45 PM

Location

Teleconference: Dial: 1.844.572.5683 Code: 1948435

The following locations from where committee members participated remotely, were available for the public to join.

- 449 36th St #2, Brooklyn, NY 11232 (Mr. Nguyen Huynh)
- 9715 Lockford St. LA, CA 90035 (Mr. Rabbi Beliak)
- MSA-San Diego: 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas)
- 7528 Yarmouth Ave. Reseda, CA 91335 (Dr. Saken Sherkhanov)

Ad-Hoc Committee Members:

Mr. Nguyen Huynh
Mr. Rabbi Beliak
Dr. Salih Dikbas
Dr. Saken Sherkhanov

CEO & Superintendent:

Dr. Caprice Young (Did not participate)

Committee Members Present

H. Beliak (remote), N. Huynh (remote), S. Dikbas (remote), S. Sherkhanov (remote)

Committee Members Absent

None

I. Opening Items

A. Call the Meeting to Order

S. Sherkhonov called a meeting of the Ad-Hoc Committee committee of Magnolia Public Schools to order on Thursday Jul 27, 2017 @ 9:02 PM at Teleconference: Dial: 1.844.572.5683 Code: 1948435.

B. Record Attendance and Guests

All committee members participated from the locations stated above.

C. Public Comments

There were no public comments.

D. Approval of the Agenda

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

N. Huynh seconded the motion.

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

II. Action Items

A. Approval of Geotechnical Soils Engineer & Testing Services for MSA San Diego

F. Gonzalez, Chief Growth Officer (CGO), explained to the committee the need MSA San Diego facility has regarding the geotechnical soils and testing services. He elaborated on the different services the bidding companies were proposing and costs of the projects. F. Gonzalez addressed all questions from the committee members which were focused on regulations and needs of the school. The committee and the CGO discussed this item at length.

S. Sherkhonov made a motion to authorize the CEO to enter into a contract with SCS&T for Geotechnical Engineering and Testing Services for MSA San Diego. The firm will provide on-site and in plant services for MSA San Diego, with the understanding that the contract is not to exceed \$48,258.

H. Beliak seconded the motion.

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

Roll Call

S. Dikbas Aye

H. Beliak Aye

N. Huynh Aye

S. Sherkhonov Aye

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:30 PM.

Respectfully Submitted,
S. Sherkhonov

Cover Sheet

Approve Minutes of Special Ad-Hoc Committee Meeting for CEO Contract Renewal; August 3, 2017

Section: I. Opening Items
Item: J. Approve Minutes of Special Ad-Hoc Committee Meeting for
CEO Contract Renewal; August 3, 2017
Purpose: Approve Minutes
Submitted by:



Magnolia Public Schools

Minutes

Special Ad Hoc Committee Meeting for CEO Contract Renewal

Date and Time

Thursday August 3, 2017 at 8:00 AM

Location

Teleconference: Dial: 1.844.572.5683 Code: 1948435

The following locations from where committee members participated remotely were available for the public.

- 7528 Yarmouth Ave. Reseda, CA 91335 (Dr. Saken Sherkhanov, Dr. Umit Yapanel)
- MSA-San Diego: 6525 Estrella Ave. San Diego, CA 92120 (Dr. Salih Dikbas- did not participate)

MPS Board Members:

Dr. Umit Yapanel, Chair
Dr. Salih Dikbas
Dr. Saken Sherkhanov

CEO & Superintendent:

Dr. Caprice Young (did not participate)

Committee Members Present

S. Sherkhanov (remote), U. Yapanel (remote)

Committee Members Absent

S. Dikbas

I. Opening Items

A. Record Attendance and Guests

S. Sherkhonov and U. Yapanel participated from the remote locations stated above. S. Dikbas did not participate.

B. Call the Meeting to Order

S. Sherkhonov called a meeting of the Ad-Hoc Committee committee of Magnolia Public Schools to order on Thursday Aug 3, 2017 @ 8:02 AM at Teleconference: Dial: 1.844.572.5683 Code: 1948435.

C. Approve Minutes

There were no minutes to approve.

II. Closed Session Items

A. Public Announcement of Closed Session Item(s)

S. Sherkhonov informed the public that committee members would be going into Closed Session to discuss the Public Employment of the CEO and Superintendent.

B. Public Employment, Title: CEO and Superintendent

Committee members went into Closed Session to discuss this item.

C. Public Announcement of Actions Taken During Closed Session

Time was given for public comments but there were no public comments. The committee went back into Open Session and announced that they discussed the CEO contract and S. Sherkhonov would discuss the contract and evaluation with the CEO before taking it to the board for approval at the August board meeting. No actions were taken.

III. Recommended Action Items

A. Recommendation for Approval of Employment Agreement for Chief Executive Officer and Superintendent

There were no actions on this item.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:18 AM.

Respectfully Submitted,
S. Sherkhonov

Cover Sheet

Approval of Revised English Learner Plan

Section: II. Consent Agenda
Item: A. Approval of Revised English Learner Plan
Purpose: Vote
Submitted by:
Related Material: II A 2017-18 Updated EL Master Plan.pdf



Board Agenda Item #	Agenda # II A
Date:	August 10, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Chief Academic Officer
RE:	MPS EL Master Plan Updates

Proposed Board Recommendation

I move that the board approve the changes and updates to the MPS English Learner Master Plan.

Background

The revised master plan was approved in June. However, program recommendations for Newcomers and Long Term English Learners have been added. The master plan now also includes relevant research and principles guiding professional development and program design.

Budget Implications

N/A

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

The proposed updates and revisions to the master plan provides recommendations and guidelines for schools with Newcomer students and Long Term English Learners. All updates and revisions facilitate our commitment to providing excellent support to our English Learner students.

Name of Staff Originator:

- Nicole Vasquez, EL Coordinator

Exhibits (attachments):

- 2017-18 MPS EL Master Plan

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

MPS provides students with a vigorous English Language Development (ELD) program that is based on recent language acquisition research (<10 years), as well as the six key principles for teaching ELs established by the *Understanding Language District Engagement Subcommittee* at Stanford University. These principles and research are the foundation of our program and guide our professional development. They are outlined as follows:

Source	Year	Summary
<i>The Understanding Language District Engagement Subcommittee at Stanford University</i>	2012	<ol style="list-style-type: none"> 1. <i>Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem.</i> 2. <i>Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.</i> 3. <i>Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.</i> 4. <i>Instruction moves ELs forward by taking into account their English proficiency levels and prior schooling experiences.</i> 5. <i>Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.</i> 6. <i>Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.</i>
<i>Research to Guide English</i>	2010	<ol style="list-style-type: none"> 1. <i>Providing ELD instruction is better than not</i>

<p><i>Language Development Instruction by Saunders & Goldenberg</i></p>		<p><i>providing it.</i></p> <ol style="list-style-type: none"> <i>2. ELD instruction should include interactive activities, but they must be carefully planned and carried out.</i> <i>3. A separate block of time should be devoted daily to ELD instruction.</i> <i>4. ELD instruction should emphasize listening and speaking although it can incorporate reading and writing.</i> <i>5. ELD instruction should explicitly teach elements of English (for example, vocabulary, syntax, grammar, functions, and conventions).</i> <i>6. ELD instruction should integrate meaning and communication to support explicit teaching of language.</i> <i>7. ELD instruction should provide students with corrective feedback and form.</i> <i>8. Use of English should be maximized during ELD instruction; the primary language should be used strategically.</i> <i>9. Teachers should attend to communication and language learning strategies and incorporate them into ELD instruction.</i> <i>10. ELD instruction should emphasize academic language as well as conversational language.</i> <i>11. ELD instruction should continue until students reach Level 5.</i>
<p><i>Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners</i></p>	<p>2010</p>	<p><i>Basic design principles for providing LTELs with equitable access to the core curriculum and improving proficiency outcomes:</i></p> <ul style="list-style-type: none"> <i>• An LTEL program must emphasize urgency, acceleration, and focus.</i> <i>• School must address the distinct needs of LTELs.</i> <i>• LTELs need both language development and literacy development.</i> <i>• Language development and academic gaps must be addressed across the curriculum.</i> <i>• An LTEL program should support home language development.</i> <i>• LTELs need a rigorous curriculum.</i>

		<ul style="list-style-type: none"> ● <i>LTEs need invitation, support, and insistence that they become active participants in their own education.</i> ● <i>An LTE program should recognize the importance of positive relationships between the students and school staff.</i> ● <i>An LTE program should encourage full integration with other students and with the school.</i>
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MPS follows all federal and state laws in providing equal educational opportunities for ELs. MPS implements a consortium-wide English Learner Master Plan that outlines the following components of a strong program:

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

A. Identification of English Learners

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

The HLS is made up of the following four questions:

1. What language did your child learn when he or she first began to talk?
2. What language does your child most frequently use at home?
3. What language do you (parent/guardian) most frequently use when speaking with your child?
4. Which language is most often spoken by the adults in the home?

The State Board of Education's approved guidelines for the HLS responses are as follows:

- If the answer to all four questions is “English” then the child is classified as “English Only” (EO) and will not be assessed for language proficiency.
- If the answer to any of the first three questions is a language other than English, then the student will be given the appropriate English language proficiency test (CELDT for initials in 2017-18).
- If the answer to the fourth question is a language other than English, the student may be tested for ELP at the school’s discretion.

Parent rights regarding the HLS are as follows:

- The parent may amend the HLS anytime. If the amendment is made before the student has taken the initial CELDT, the student’s classification will be adjusted to reflect the amendment. However, if the student has already taken the CELDT, then the amendment will not affect the student’s classification subsequently determined by the results of the CELDT. An initial student who takes the CELDT for ELP is classified as “To Be Determined” (TBD) until the results of the CELDT are received.

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

B. Assessment of English Learners

Assessment of Initial Students: Students whose ELP is “To Be Determined” according to their HLS (and with no other documentation of their English language designation available) will be tested in Fall 2017 using the California English Language Development Test (CELDT). The CELDT will be administered to these initial students within 30 calendar days of the beginning of the school year, or within two weeks if a student enrolls during the school year. Initial CELDT assessments must be locally scored in order to determine the student’s interim language classification and placement until official results are received. This interim information must be communicated to parents within 30 calendar days of the student’s initial enrollment. Parents will be notified again of the student’s official test results, once they are received. The official score provided by the test vendor is the score used by the school to establish the student’s ELP classification and placement.

Based on the initial student’s performance on the CELDT, he/she may be classified as an English Learner (EL) or an Initial Fluent English Proficient (IFEP) student. If a student is classified as an IFEP student, he/she will not be eligible to receive EL services, and will receive instruction in a program designed for fluent English speakers. If a student is classified as an EL, he/she will receive both integrated and designated English Language Development. An EL

student must also be assessed annually (with the ELPAC starting in Spring 2018) until he/she meets the reclassification criteria established by MPS according to state law.

Assessment of Annual Students: Beginning in Spring 2018, students who are classified as ELs will be tested annually using the English Language Proficiency Assessments for California (ELPAC). At this time, MPS is awaiting further instruction from the CDE on the administration guidelines for the ELPAC. In the meantime, annual ELs will take the CELDT in Fall 2017 to unofficially determine their interim ELD levels. Annual ELs who meet all of the reclassification criteria (outlined in Section G) except for the language proficiency exam, may be reclassified if they pass the final administration of the CELDT. All other annual ELs will be placed according to the levels determined by their interim test results.

C. Parent Notification

Parents of students who are administered the initial and annual CELDT will receive notification of the following, within 30 calendar days of test administration:

- A description of initial or annual ELP levels, and how they are determined
- Current language classification
- Program placement
- Instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification criteria
- Instructional program options for ELs with an IEP
- Expected rate of graduation for ELs (secondary schools)

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

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

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

D. Placement of English Learners

All MPS EL students are provided with daily designated and integrated English Language Development. Integrated ELD is provided to all ELs across all disciplines utilizing the frameworks and strategies outlined below. Designated ELD is also provided to all ELs, however instructional placement and support vary according to the students' ELD level.

Designated English Language Development: Designated ELD is defined by the CA ELD Framework as "a protected time during the regular school day when teachers use the CA ELD

Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.” The following tables outline how designated ELD is delivered to EL students depending on their grade and ELD level.

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

Eligible Students	Program Description
All ELD Levels (1-5)	<ul style="list-style-type: none"> ● Elementary EL students receive a minimum of 30 minutes of designated ELD instruction in a protected block of time during the school day. ● This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. ● Teacher differentiates language instruction based on ELD levels. ● Schools may provide this type of ELD through push-in or pull-out support, rotation stations, or coordinated groupings managed by the teacher and supported by a teacher’s aide. ● Primary curriculum used is the designated component of McGraw Hill’s <i>Wonders</i>, used in conjunction with supplemental programs such as DuoLingo and BrainPop ESL.
Flexible program option: Supplemental ELD during Silent Sustained Reading period	
All ELD Levels (1-5)	<ul style="list-style-type: none"> ● Depending on the school site’s EL population, an additional, supplemental ELD period may be provided to ELD levels 1-3(low) or 3(high)-5. This period would take place during the school’s 25 minute SSR period and would allow teachers to focus on language learning (1-3) or domain areas of growth (3-5). This supplemental class does not replace the 30 minute minimum required for all levels.

Secondary Designated ELD: Depending on the EL student’s ELD level, he/she will be placed in either a full period designated ELD class, or will receive designated ELD in his/her core ELA class and/or during the school’s 25 minute Sustained Silent Reading (SSR) class period.

Eligible Students	Program Description
<p>ELD Levels 1-3 <i>ELs with “less than reasonable” proficiency in English</i></p>	<ul style="list-style-type: none"> ● EL students who are ELD Levels 1-3 receive one full period of designated ELD. ● This setting is designed to ensure that ELs receive appropriate supports to build their proficiency and also meet grade level standards across all content areas. ● Teacher differentiates language instruction based on ELD levels. ● Primary curriculum used is the designated component of McGraw Hill’s <i>Study Sync</i>, used in conjunction with supplemental programs such as DuoLingo, No Red Ink, and Edge.
<p>ELD Levels 4-5 <i>ELs with “reasonable proficiency” in English</i></p>	<ul style="list-style-type: none"> ● EL students who are ELD Levels 4-5 receive designated ELD in their English Language Arts class, designed to focus on specific domains. The amount of time provided will vary depending on the curriculum and unit being taught. ● This setting is designed to ensure that ELs continue to progress towards proficiency, continue to meet grade level content standards, and reclassify in a timely manner. ● Teacher differentiates language instruction based on ELD levels. ● ELA teacher works with site-level EL coordinator and dean of academics to determine which domains each student should focus on in order to reclassify. ● Primary curriculum used is the designated component of McGraw Hill’s <i>Study Sync</i>, used in conjunction with supplemental programs such as No Red Ink, and Kate Kinsella’s Academic Vocabulary Toolkit.
<p><i>Flexible program option: Supplemental ELD during Silent Sustained Reading period</i></p>	
<p>All ELD Levels (1-5)</p>	<ul style="list-style-type: none"> ● Depending on the school site’s EL population, an additional, supplemental ELD period may be provided to ELD levels 1-3(low) or 3(high)-5. This period would take place during the school’s 25 minute SSR period and would allow teachers to focus on language learning (1-3) or domain areas of growth (3-5). This supplemental class does not replace the full period required

	for Levels 1-3. It may, however, replace the in-class designated ELD for Levels 4 and 5.
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E. Newcomers and Long Term English Learners

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

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

Newcomer students also receive targeted social-emotional support at MPS schools. Newcomer students and their parents are provided with a more personalized orientation (in their native language if possible) regarding school routines, school attendance, school schedule, the role of school personnel, uniform policy, using the library, emergency drills, and other topics determined by MPS staff. Some other social-emotional supports that are provided to newcomers at MPS schools are: class cohorts and being paired up with a peer that speaks their language (when possible) for in-class support and clarification, a safe space for the student to recess and eat lunch (for example, a classroom, the office, etc. if the student feels overwhelmed or stressed), frequent check-ins from teachers and school leaders to ensure that the student is adjusting and feels comfortable in his/her new environment, immediate response by school staff to bullying or discrimination, informal support activities that provide newcomer students with opportunities to speak informally in his/her native language, and encouraging newcomer students to participate in after-school clubs and sports. Newcomer families will also be invited to attend our Parent College Program, and will be provided with resources for helping their child improve literacy at home in their native language.

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

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

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

Beginning in the 2017-18 academic year, LTELs (who are Levels 4 and 5; Levels 1-3 receive a full period of ELD) enrolled in an MPS middle school will be placed in a specialized "Power English" course for one semester. This class does not replace designated or integrated ELD. This class will provide an additional focus on oral and academic language development and English literacy. It will also provide students with an opportunity to practice skills in preparation for the CELDT and ELPAC. At the end of the semester, each student's progress will be assessed (ELA grades, summative assessments, MAP scores, and writing samples) to see if adjustments or additional supports are needed.

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

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

- Ensure that students understand the reclassification process and are provided with counseling about their individual data.
- Provide additional tutoring to help students understand their assignments, clarify notes, review concepts taught in class, and prepare for tests.
- Emphasize a school-wide focus on study skills and academic vocabulary (for example, universal note-taking strategies, Word of the Week, etc.).

- Provide frequent "check-ins" with students to ensure that they do not have questions or concerns.
- Incorporate relevant texts that affirm and allow students to make connections to their diverse cultures.
- Encourage participation in school clubs, sports, and events.
- Ensure that students have a safe space to relax, study, and speak with caring adults.

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

F. Monitoring English Learner Progress

English Learners at MPS schools are monitored through ELD portfolios, which are maintained by the on-site EL Coordinator. ELD portfolios will contain the following documents:

- Copy of the most recent CELDT scores
- Copy of the most recent MAP & SBAC scores
- Record of the most recent semester grade in ELA
- Interim assessment scores
- Progress Monitoring Chart
- Writing work samples (for example, copies of reports, essays, journals, etc.)
- "My Road to Reclassification" document (allows students to independently track their progress)
- Action plans and goals

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

Schedule for progress monitoring:

<i>Weekly/Bi-weekly</i>	<i>Monthly</i>	<i>Annually</i>
<ul style="list-style-type: none"> ● Core teachers review current class grades and notify parents of ELs if their child is failing. ● School staff reviews and discusses relevant student data (during staff meetings, department meetings, etc.). 	<ul style="list-style-type: none"> ● Portfolio maintenance: Relevant scores, assessments, and work samples are collected and updated in each EL student's ELD portfolio. ● Teachers and site-level coordinators notify parents of EL students who are not making adequate progress towards 	<ul style="list-style-type: none"> ● January/February: Data for reclassified students is reviewed and updated in a spreadsheet maintained by the dean of academics and site-level coordinator.

	proficiency.	
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G. Reclassification of English Learners

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

	Grades K-5	Grades 6-12																																																								
English Language Proficiency Assessment	<p>CELDT: Overall performance of 4 (Early Advanced) or 5 (Advanced) with skill area scores of 3 (Intermediate) or higher in Listening, Speaking, Reading and Writing</p> <p>ELPAC: Annual students will take the first ELPAC in Spring 2018. Guidance from the CDE regarding reclassification criteria is forthcoming.</p>																																																									
Basic Skills Assessment	<p>NWEA Map: Performance level of Basic on the MAP reading test with a minimum Fall, Winter, or Spring score of:</p>																																																									
	<table border="1"> <thead> <tr> <th></th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Gr. 1</td> <td>167</td> <td>170</td> <td>173</td> </tr> <tr> <td>Gr. 2</td> <td>173</td> <td>176</td> <td>179</td> </tr> <tr> <td>Gr. 3</td> <td>179</td> <td>187</td> <td>191</td> </tr> <tr> <td>Gr. 4</td> <td>191</td> <td>197</td> <td>200</td> </tr> <tr> <td>Gr. 5</td> <td>197</td> <td>202</td> <td>204</td> </tr> </tbody> </table>		Fall	Winter	Spring	Gr. 1	167	170	173	Gr. 2	173	176	179	Gr. 3	179	187	191	Gr. 4	191	197	200	Gr. 5	197	202	204	<table border="1"> <thead> <tr> <th></th> <th>Fall</th> <th>Winter</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Gr. 6</td> <td>200</td> <td>204</td> <td>206</td> </tr> <tr> <td>Gr. 7</td> <td>205</td> <td>208</td> <td>210</td> </tr> <tr> <td>Gr. 8</td> <td>208</td> <td>211</td> <td>212</td> </tr> <tr> <td>Gr. 9</td> <td>211</td> <td>213</td> <td>215</td> </tr> <tr> <td>Gr. 10</td> <td>214</td> <td>216</td> <td>218</td> </tr> <tr> <td>Gr. 11</td> <td>217</td> <td>219</td> <td>221</td> </tr> <tr> <td>Gr. 12</td> <td>220</td> <td>222</td> <td>224</td> </tr> </tbody> </table>		Fall	Winter	Spring	Gr. 6	200	204	206	Gr. 7	205	208	210	Gr. 8	208	211	212	Gr. 9	211	213	215	Gr. 10	214	216	218	Gr. 11	217	219	221	Gr. 12	220	222	224
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SBAC: ELA/Literacy score of 2 (Nearly Met) or above																																																										
Teacher Evaluation	Student achieves a grade of C (70%) or above in English																																																									

	Language Arts (ELA). Applicable ELA grades considered are the Semester 1 final grade and current semester grade at the time of reclassification.
Parent Consultation	Parent/Guardian agrees with the recommendation to reclassify. Each school will send home a notification informing parents of their child's eligibility to reclassify. If a parent contests reclassification, they will have 14 days to respond to the school using a form provided by the school site.

Reclassified students are monitored for a period of two years by on-site ELD Coordinators. This is done to *ensure that they have not been prematurely redesignated, any academic deficits incurred while in the program are remedied, and they are meaningfully participating in the standard program of instruction compared to their never-EL peers.* Deans and coordinators monitor reclassified students' academic progress annually (mid-year, using a spreadsheet) by reviewing benchmark scores, MAP and SBAC scores, and ELA grades. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring, counseling, and enrichment classes. The MPS EL Coordinator will follow up with each school to ensure that monitoring is taking place, and will assist the school with action planning for those students who are not making adequate progress.

H. Staff Qualifications and Professional Development Plan

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

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

MPS teachers will:

- Consistently implement with fidelity the ELD program and curriculum as outlined in the English Learner Master Plan.
- Provide daily integrated ELD instruction during core classes, aligned with the state ELD standards and using research-based strategies to ensure students are able to access grade level instruction and do not incur academic deficits.
- Provide daily designated ELD instruction during a protected block of time during the school day, aligned with the state ELD standards and using research-based strategies to ensure students are able to access grade level instruction and do not incur academic

deficits.

- Attend all professional development and professional learning community sessions.
- Consistently monitor student progress on a weekly basis to ensure that EL students are making adequate progress towards proficiency and follow appropriate protocol if a student is falling behind.
- Maintain contact with the students' families and keep them updated on their child's progress.
- Work collaboratively with other staff members to encourage ELs and ensure that they have the tools and resources needed to be successful.

MPS ELD Teachers will do all of the above and:

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

MPS Site-Level EL Coordinators will:

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

The MPS EL Coordinator will:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on effective ELD strategies, and model push-in support).

- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students, and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.
- Oversee the adoption and implementation of the ELD curriculum.
- Oversee the Title III improvement plan, and any other Title III requirements.
- Attend EL-related professional development and share resources with teachers and school leaders.

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

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

Professional Development Plan: Professional development for teachers of English Learners will be extensive and ongoing at Magnolia Public Schools. For the 2017-2018 academic year, effective professional development will include:

- ELD workshop for teachers at the MPS Summer In-Service (two-hour session with an elementary focus and a two-hour session with a secondary focus, presented by Dr. Alma Castro from CAFE/Cal State Long Beach).
- Initial training for site-level EL Coordinators at the MPS Summer In-Service.
- The MPS EL Coordinator will provide an overview of the EL Master Plan, including program placement, progress monitoring, and reclassification to all MPS schools during the first two months of the academic year (approximately 5 schools per month).
- Sessions dedicated to English Language Development (ELD) training for teachers at each MPS Teacher Symposium (Winter and Spring).

- ELD training and shared best practices at least once per month at the school-site level staff meetings, provided by site-level EL Coordinators.
- Core teachers will be required to attend at least one third-party ELD training.
- The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los Angeles County Office of Education (LACOE).
- When possible, site-level EL Coordinators will attend professional development sessions and meetings with the MPS EL Coordinator.
- The MPS EL Coordinator will host two (one per semester) full-day meetings for site-level EL Coordinators.
- Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office.
- The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum.
- MPS teachers will have an opportunity to attend a workshop that focuses on EL students who also have learning disabilities (2-day workshop opportunity at LACOE in March 2018).
- Additional opportunities will be added as they become available.

I. Evaluating Program Effectiveness

The School will use CELDT results, along with scores on Smarter Balanced ELA/Literacy tests, MAP tests, teacher evaluations, and parent consultations to evaluate the success and effectiveness of the EL Programs and growth of ELs. School admin team will analyze the data at the school level. The Chief Academic Officer (CAO) at the Magnolia Public Schools Home Office (Home Office) will evaluate the assessment data for all MPS schools. School admin team will be required to:

- Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD and Access to the Core through CHATS/SIOP/SDAIE/GLAD and/or primary language instruction or support
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs
- Conduct regular classroom walkthroughs to ensure that ELD and CHATS/SIOP/SDAIE/GLAD instruction or support are being delivered in the manner outlined in the master plan
- Identify, design, and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement
- Utilize multiple sources of data to monitor EL program implementation
- Review placement of ELs in ELD instruction prior to the beginning of each semester and correct any inconsistencies with the Master Plan

- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and CHATS/SIOP/SDAIE/GLAD and/or primary language instruction or support
- Ensure that interventions are designed and delivered consistent with the English Learners Master Plan
- Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, EL progress monitoring

Additionally, the MPS EL Coordinator will work with teachers and the leadership team to monitor program effectiveness. The EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all appropriate 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 based on the observations, data, and feedback from each member school
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, and model push-in support)
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs
- Help teachers monitor the progress of ELs and Reclassified students, and create appropriate interventions and action plans as needed
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process
- Oversee the adoption and implementation of the ELD curriculum
- Oversee the Title III improvement plan, and any other Title III requirements
- Attend EL-related professional development and share resources with teachers and school leaders
- Maintain and update this master plan as needed, attend trainings relevant to the transition from NCLB to the Every Student Succeeds Act, and provide ELD resources to all MPS teachers and staff.

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

Cover Sheet

Approval of Title III ESSA Transition Plan

Section: II. Consent Agenda
Item: B. Approval of Title III ESSA Transition Plan
Purpose: Vote
Submitted by:
Related Material: II B Title III ESSA Transition Plan.pdf



Board Agenda Item #	Agenda # II B
Date:	August 10, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Chief Academic Officer
RE:	Title III Improvement Plan/ESSA Transition Plan

Proposed Board Recommendation

I move that the board approve the updates to the Title III Improvement Plan/ESSA Transition Plan.

Background

The 2017-18 Title III Improvement Plan/ESSA Transition Plan is required by LEAs receiving federal funds. It outlines how the funds will be used and which direct, supplemental services will be provided to our English Learners (ELs).

Budget Implications

The original amount in the approved budget was approximately \$50,000.00. However, due to an influx of English Learners at our Santa Ana school, our estimated consortium entitlement is now \$59,103.00. This amount will be used in full to fund the MPS EL Coordinator, Nicole Vasquez.

Duties of the Coordinator are as follows:

- Maintain, evaluate, and improve the English Learner Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English Learners (for example, provide integrated and designated English Language Development [ELD] support, teacher training, coaching on ELD strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.

- Help teachers monitor the progress of ELs and reclassified students, and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.
- Oversee the adoption and implementation of the ELD curriculum.
- Oversee the Title III improvement plan, and any other Title III requirements.
- Attend ELL-related professional development and share resources with teachers and school leaders.
- The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Report will be maintained by the MPS EL Coordinator.

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

This plan provides an outline of Title III funded services to all MPS schools, and is required by all LEAs receiving Title III funding. Services help to improve academic outcomes for our schools' English Learner population.

Name of Staff Originator:

- Nicole Vasquez, EL Coordinator

Exhibits (attachments):

- Title III Improvement Plan/ESSA Transition Plan

2017–18 Title III ESSA Transition Plan

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: 19647336119945

LEA Name: Magnolia Science Academy 1 (Title III Lead)

Fiscal Year: 2017-2018

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:	Persons Involved/Timeline (Optional)
<p>Provide effective professional development.</p> <p>Professional development for teachers of English Learners will be extensive and ongoing at Magnolia Public Schools. For the 2017-2018 academic year, effective professional development will include:</p> <ul style="list-style-type: none"> • ELD workshop for teachers at the MPS Summer In-Service (two-hour session with an elementary focus and a two-hour session with a secondary focus, presented by Dr. Alma Castro from CABE/Cal State Long Beach). • Initial training for site-level EL Coordinators at the MPS Summer In-Service. • The MPS EL Coordinator will provide an overview of the EL Master Plan, including program placement, progress monitoring, and reclassification to all MPS schools during the first two months of the academic year (approximately 5 schools per month). • Sessions dedicated to English Language Development (ELD) training for teachers at each MPS Teacher Symposium (Winter and Spring). • ELD training and shared best practices at least once per month at the school-site level staff meetings. • Every core teacher will be required to attend at least one third-party ELD training. • The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los 	<p>Timeline is ongoing and year-round.</p> <p>Participants include the home office staff, site-level staff, and third party vendors.</p>

	<p>Angeles County Office of Education.</p> <ul style="list-style-type: none"> • When possible, site-level EL Coordinators will attend professional development sessions and meetings with the MPS EL Coordinator. • The MPS EL Coordinator will host two (one per semester) full day meetings for the site-level EL Coordinators. • Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office. • The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum. • MPS teachers will have an opportunity to attend a workshop that focuses on EL students who also have learning disabilities (2-day workshop opportunity at LACOE in March 2018). 	
	<p>Implement effective programs and activities.</p> <p>All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student's language proficiency level (determined by an unofficial CELDT in Fall 2017 as well as the first administration of the ELPAC in Spring 2018), an EL student may receive designated ELD in a full hour class, 25-minute class, or during their ELA class. Integrated ELD is provided in all classes by using strategies such as SDAIE and the CHATS Framework. All MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the Myon Reading Program.</p> <p>As part of the English Learner program, MPS collects students' language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring, and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress,</p>	<p>Timeline is ongoing and year-round.</p> <p>Participants include the home office staff and site-level staff.</p>

<p>weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings, and via CoolSIS (our student information system which is accessible to school staff, students, and parents) in order to provide additional academic support, and assess academic progress and programs in all subject areas.</p> <p>Although the EL Coordinator's primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:</p> <ul style="list-style-type: none"> • Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated. • The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs. • School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs. • The consortium EL Coordinator will conduct walk-throughs of classrooms to ensure program fidelity. • The consortium EL Coordinator will support teachers with progress monitoring of ELs and provide a framework for progress monitoring. 	
<p>Ensure English proficiency and academic achievement.</p> <p>EL students will be carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of two years following their reclassification.</p>	<p>Timeline is ongoing and year-round.</p> <p>Participants include the home office staff and site-level staff.</p>

<p>The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium’s curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.</p> <p>The MPS EL Coordinator will visit schools on a rotational basis, and will use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow the EL Coordinator to provide appropriate and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.</p> <p>The ELD program will be regularly assessed for effectiveness, and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.</p>	
<p>Promote parent, family, and community engagement in the education of English Learners.</p> <p>In order to promote parent and community involvement in programs for our EL students, MPS member schools will:</p> <ul style="list-style-type: none"> • Host a meeting for parents of ELs (at the beginning of the academic year) that discusses and outlines school expectations, the MPS EL Program, annual notifications, and enrichment opportunities for ELs, and provides parents with an opportunity to network and ask questions. • Provide valuable information to parents of ELs through regular communication, staff-parent meetings, and high quality ELAC meetings. • Provide necessary translation services as needed. • Host relevant workshops designed to facilitate parent involvement. Example topics include A-G requirements and college applications, study skills, computer literacy, extracurricular activities and enrichment, and parent resources and associations. 	<p>Timeline is ongoing and year-round.</p> <p>Participants include the home office staff and site-level staff.</p>

- | | | |
|--|--|--|
| | <ul style="list-style-type: none">• 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. We will work diligently to create a Parent College experience that responds to the specific community's needs. | |
|--|--|--|

Other Authorized Activities

Describe all authorized activities chosen by the LEA relating to: Supplementary services as part of the language instruction program for English Learner students.

*Please see <http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp> for a list of authorized EL activities.

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

The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Report will be maintained by the MPS EL Coordinator.

Timeline is ongoing and year-round.

Participant is the MPS EL Coordinator.

Plan to Provide Services for Immigrant Students

Please complete this table if the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/Timeline (Optional)
Authorized Activities	<p>Describe all authorized activities chosen by the LEA relating to: Enhanced instructional opportunities for immigrant children and youth.</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp for a list of authorized Immigrant activities.</p> <p><i>Not applicable</i></p>	<i>Not applicable</i>

Cover Sheet

Approval of MPS Public Records Requests Policy

Section: II. Consent Agenda
Item: C. Approval of MPS Public Records Requests Policy
Purpose: Vote
Submitted by:
Related Material: II C PRA Policy.pdf



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II C
Date:	08.10.2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D. CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	Approval of the revised "Public Records Requests Policy"

Proposed Board Recommendation

I move that the board approve the revised "Public Records Requests Policy."

Background

MPS approved its Public Records Requests Policy on December 12, 2013. The policy has been updated. Attached redline copy shows all revisions. Revisions include the following:

- MPS address has been updated.
- The following statement has been moved under Section II.B
 - The 10-day response time may be extended for an additional fourteen (14) days in certain circumstances, pursuant to Government Code section 6253.
- The following statement has been added:
 - In response to a request for a public record posted on the School's web site, the School may direct a member of the public to the location on the web site where the public record is posted. However, if the member of the public requests a copy of the public record due to an inability to access or reproduce the public record from the School's web site, the School shall promptly provide a copy of the public record after receipt of payment of any and all duplication costs.
- The statute is referenced for 25 cents for each page for copies up to 8 x 14 inches
- The following statement has been added:
 - *MPS will require full payment prior to engaging in any work related to computer programming and extraction.*
- Cost for CD, DVD has been changed to state:
 - The actual cost of records larger than 8 x 14 inches, such as blueprints, and records provided on CD, DVD, flash drive, etc., must will be charged determined on a case-by-case, direct cost basis.

These revisions have been recommended and reviewed by legal counsel.

Budget Implications

MPS charges 25 cents for each page for copies up to 8 x 14 inches and on a direct cost basis for larger records and electronic devices. A typical request takes many staff hours for research, but we are not allowed to charge for research time.



MAGNOLIA PUBLIC SCHOOLS

13950 Milton Ave. 200B Westminster, CA 92683

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

Name of Staff Originator:

David Yilmaz (Chief Accountability Officer)

Attachments

Board Governance Policies – Public Records Requests Policy

Board Governance Policies – Public Records Requests Policy (redlined)

PUBLIC RECORDS ACT (“PRA”) COMPLIANT PUBLIC RECORDS REQUESTS POLICY

I. Public Records

A. Public Records Defined

The Magnolia Public Schools (MPS) (the “School”) provides the public with access to its public records in accordance with legal requirements. Public records are those writings containing information relating to the conduct of the School’s business that are prepared, owned, used or retained by the School regardless of physical form or characteristics. Certain public records, however, are exempt from disclosure by express provision of law. These records will not be provided to the public. The School may not deny disclosure of records based on the purpose for which the record is being requested.

B. Records Exempt from Disclosure

Some of the records that are exempt from disclosure include the following categories. This is not an exhaustive list.

- Preliminary drafts, notes or inter/intra-School memoranda that are not retained by the School in the ordinary course of business;
- Personnel, medical, student records, or similar files;
- Test questions, scoring keys and other examination data used to administer an examination for employment or academic examination, unless specifically authorized by law;
- The content of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the School relative to the acquisition of property, until all of the property has been acquired;
- Records, the disclosure of which is exempted or prohibited pursuant to federal or state law, including, but not limited to, provisions of the Evidence Code relating to privilege;
- A document prepared by or for the School that assesses its vulnerability to terrorist attack or other criminal acts intended to disrupt the Schools operations and that is for distribution or consideration in a closed session;
- Trade secrets;
- Computer software developed by the School;
- Records where, on the facts of the particular case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record.

The School may, in its discretion and as permitted by law, waive the applicable exemption to the records. In this case, the disclosure constitutes a waiver for all requesters of that public record and will be open to inspection by all requesters.

II. Process for Requesting Public Records**A. Requests for Public Records**

Any person wishing to inspect the School's public records shall make the request, preferably in writing, to:

Magnolia Public Schools
250 E. 1st St., Ste. 1500
Los Angeles, CA 90012
Phone: (213) 628-2634
Fax: (714) 362-9588
Email: contact@magnoliapublicschools.org

The request must reasonably describe an identifiable public record(s) and must be specific and focused.

To the extent reasonable under the circumstances, the School will assist the requester to make a focused and effective request by:

- Assisting the member of the public to identify records and information that are responsive to the request or to the purpose of the request, if stated.
- Describing the information technology and physical location in which the records exist.
- Providing suggestions for overcoming any practical basis for denying access to the records or information sought.

If the School is unable to identify the requested information after making a reasonable effort to elicit additional clarifying information from the requester that will help identify the record(s), the School will not provide further assistance to the requester.

B. Response to Public Records Request

The Magnolia Public Schools will, within 10 days of receipt of the request, provide a written response to the requester of public records. The written response shall contain the following information:

- Notice informing the requester whether the request, in whole or in part, seeks copies of disclosable public records in the possession of the School and the reasons for the determination.
- If the School denies any request for records, in whole or in part, and the request was in writing, the notification of denial will set forth the names and titles or positions of each person responsible for the denial.
- The date and time when the records will be made available.
- If the request identifies information which is contained in both electronic format and hard copy, the notice may inform the requester that the information is available in either format.
- If the requester seeks copies of the records, the School may identify a fee covering the direct costs of duplication.
- If the requester seeks copies in electronic format, the School may charge the requester the direct cost of producing a copy of the record in that format. If, in order to comply with these requirements relating to electronic formatted records described below, the School is required to produce a copy of an electronic

record and the record is one that is produced only at otherwise regularly scheduled intervals or the request would require data compilation, extraction or programming to produce the record, the School may charge the requester the cost to construct a record, the cost of programming and computer services necessary to produce the record.

The 10-day response time may be extended for an additional fourteen (14) days in certain circumstances, pursuant to Government Code section 6253.

III. Records Inspections or Copies

Time and Place of Inspection: A person who has made a public records request may inspect the records after the date and time identified in the response to the request. Generally, records inspections may take place at either the MPS Central Office or the School site during office hours of the School, Monday through Friday, by appointment only, typically from 8 a.m. until 4 p.m. The requester will be provided with an area to inspect the records. The records may be inspected and copied only at the MPS Central Office or the School site.

Electronic Formatted Records: If the School has information that constitutes an identifiable public record not exempt from disclosure that is in an electronic format, and it has been requested in an electronic format, the School will make that information available in an electronic format. The School will make the information available for inspection in any electronic format in which it holds the information. If the requested format is one that the School uses to create copies for its own use or for provision to other agencies, the School will provide a copy of the electronic record. The School will not, however, provide electronic records in the electronic form in which it is held by the School if its release jeopardizes or compromises the security or integrity of the original record or of any proprietary software in which it is maintained.

If the School no longer has the record in electronic format, the School will not reconstruct the record in electronic format.

In response to a request for a public record posted on the School's web site, the School may direct a member of the public to the location on the web site where the public record is posted. However, if the member of the public requests a copy of the public record due to an inability to access or reproduce the public record from the School's web site, the School shall promptly provide a copy of the public record after receipt of payment of any and all duplication costs.

Partial Disclosure: If the requested records may only partially be disclosed because some are exempt from disclosure, the reasonably segregable portion of the record(s) will be made available for inspection.

Cost of Records: The School is allowed to charge for the direct cost of duplication. Except as otherwise provided by statute, the School charges 25 cents for each page for copies of records up to 8 x 14 inches produced under a request. The actual cost of records larger than 8 x 14 inches, such as blueprints, and records provided on CD, DVD, flash drive, etc., will be determined on a case-by-case, direct cost basis. Additionally, the School reserves the right to recoup the costs associated with mailing records, in the event that the School decides, in its sole discretion, to mail responsive records.

When a request requires data compilation, the requestor shall bear the cost of producing a copy of the record, including the cost to construct a record, and the cost of programming and computer services. The requestor shall also bear the direct cost if unique software is needed to process the request. The School will provide an estimated cost for the request to the requestor and will follow-up with an itemization of the actual costs when actual costs are

determined. The School will require full payment prior to engaging in any work related to computer programming and extraction.

Except as noted above and authorized by the Act, the School may not charge for costs beyond the direct cost of duplication, which precludes overhead or the ancillary tasks associated with the retrieval, inspection and handling of the records. The School is not required to produce copies of records to a requestor until the costs for duplication have been paid.

The School will not waive fees authorized by the Act. Any requests for a waiver of fees shall be directed to the CEO. See Appendix A for the MPS PRA Request Form.

APPENDIX A: MPS PRA REQUEST FORM

Name: _____ Title: _____
Organization: _____
Address: _____
Phone #: _____ Fax: _____
Email: _____
Signature: _____ Date: _____

INFORMATION REQUESTED: (Please be as specific as possible.)

PUBLIC RECORDS ACT (“PRA”) COMPLIANT PUBLIC RECORDS REQUESTS POLICY

I. **Public Records**

A. **Public Records Defined**

The Magnolia Public Schools (MPS) (the “School”) provides the public with access to its public records in accordance with legal requirements. Public records are those writings containing information relating to the conduct of the School’s business that are prepared, owned, used or retained by the School regardless of physical form or characteristics. Certain public records, however, are exempt from disclosure by express provision of law. These records will not be provided to the public. The School may not deny disclosure of records based on the purpose for which the record is being requested.

B. **Records Exempt from Disclosure**

Some of the records that are exempt from disclosure include the following categories. This is not an exhaustive list.

- Preliminary drafts, notes or inter/intra-School memoranda that are not retained by the School in the ordinary course of business;
- Personnel, medical, student records, or similar files;
- Test questions, scoring keys and other examination data used to administer an examination for employment or academic examination, unless specifically authorized by law;
- The content of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the School relative to the acquisition of property, until all of the property has been acquired;
- Records, the disclosure of which is exempted or prohibited pursuant to federal or state law, including, but not limited to, provisions of the Evidence Code relating to privilege;
- A document prepared by or for the School that assesses its vulnerability to terrorist attack or other criminal acts intended to disrupt the Schools operations and that is for distribution or consideration in a closed session;
- Trade secrets;
- Computer software developed by the School;
- Records where, on the facts of the particular case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record.

The School may, in its discretion and as permitted by law, waive the applicable exemption to the records. In this case, the disclosure constitutes a waiver for all requesters of that public record and will be open to inspection by all requesters.

II. **Process for Requesting Public Records**

A. **Requests for Public Records**

Any person wishing to inspect the School's public records shall make the request, preferably in writing, to:

Magnolia Public Schools
~~13950 250 E. 1st St., Ste. 1500 Milton Ave. Ste 200B~~
~~Westminster~~ Los Angeles, CA ~~92683~~90012
 Phone: ~~(714) 213-8926~~213-8926~~2634~~
 Fax: (714) 362-9588
 Email: contact@magnoliapublicschools.org

The request must reasonably describe an identifiable public record(s) and must be specific and focused.

To the extent reasonable under the circumstances, the School will assist the requester to make a focused and effective request by:

- Assisting the member of the public to identify records and information that are responsive to the request or to the purpose of the request, if stated.
- Describing the information technology and physical location in which the records exist.
- Providing suggestions for overcoming any practical basis for denying access to the records or information sought.

If the School is unable to identify the requested information after making a reasonable effort to elicit additional clarifying information from the requester that will help identify the record(s), the School will not provide further assistance to the requester.

B. **Response to Public Records Request**

The Magnolia Public Schools will, within 10 days of receipt of the request, provide a written response to the requester of public records. The written response shall contain the following information:

- Notice informing the requester whether the request, in whole or in part, seeks copies of disclosable public records in the possession of the School and the reasons for the determination.
- If the School denies any request for records, in whole or in part, and the request was in writing, the notification of denial will set forth the names and titles or positions of each person responsible for the denial.
- The date and time when the records will be made available.
- If the request identifies information which is contained in both electronic format and hard copy, the notice may inform the requester that the information is available in either format.
- If the requester seeks copies of the records, the School may identify a fee covering the direct costs of duplication.
- If the requester seeks copies in electronic format, the School may charge the requester the direct cost of producing a copy of the record in that format. If, in order to comply with these requirements relating to electronic formatted records described below, the School is required to produce a copy of an electronic

record and the record is one that is produced only at otherwise regularly scheduled intervals or the request would require data compilation, extraction or programming to produce the record, the School may charge the requester the cost to construct a record, the cost of programming and computer services necessary to produce the record.

➤ The 10-day response time may be extended for an additional fourteen (14) days in certain circumstances, pursuant to Government Code section 6253.

III. Records Inspections or Copies

Time and Place of Inspection: A person who has made a public records request may inspect the records after the date and time identified in the response to the request. Generally, records inspections may take place at either the MPS Central Office or the School site during office hours of the School, Monday through Friday, by appointment only, typically from 8 a.m. until 4 p.m. The requester will be provided with an area to inspect the records. The records may be inspected and copied only at the MPS Central Office or the School site.

Electronic Formatted Records: If the School has information that constitutes an identifiable public record not exempt from disclosure that is in an electronic format, and it has been requested in an electronic format, the School will make that information available in an electronic format. The School will make the information available for inspection in any electronic format in which it holds the information. If the requested format is one that the School uses to create copies for its own use or for provision to other agencies, the School will provide a copy of the electronic record. The School will not, however, provide electronic records in the electronic form in which it is held by the School if its release jeopardizes or compromises the security or integrity of the original record or of any proprietary software in which it is maintained.

If the School no longer has the record in electronic format, the School will not reconstruct the record in electronic format.

In response to a request for a public record posted on the School's web site, the School may direct a member of the public to the location on the web site where the public record is posted. However, if the member of the public requests a copy of the public record due to an inability to access or reproduce the public record from the School's web site, the School shall promptly provide a copy of the public record after receipt of payment of any and all duplication costs.

Partial Disclosure: If the requested records may only partially be disclosed because some are exempt from disclosure, the reasonably segregable portion of the record(s) will be made available for inspection.

Cost of Records: The School is allowed to charge ~~a reasonable fee~~ for the direct cost of ~~copies provided to a requestor~~ duplication. Except as otherwise provided by statute, ~~the School charges 25 cents for each page for copies of records up to 8 x 14 inches produced under a request, irrespective of whether they are produced in hard or electronic format.~~ The actual cost of records larger than 8 x 14 inches, such as blueprints, and records provided on CD, DVD, flash drive, etc., must will be charged-determined on a case-by-case, direct cost basis. Additionally, the School reserves the right to recoup the costs associated with mailing records, in the event that the School decides, in its sole discretion, to mail responsive records, ~~there are charges for postage, as well as media at \$1.00 for CDs and \$2.00 for DVDs.~~

When a request requires data compilation, the requestor shall bear the cost of producing a copy of the record, including the cost to construct a record, and the cost of programming and computer services. The requestor shall also bear the direct cost if unique software is needed to process the request. ~~Respondent-The School~~ will provide an

estimated cost for the request to the requestor and will follow-up with an itemization of the actual costs when actual costs are determined. The School will require full payment prior to engaging in any work related to computer programming and extraction.

Except as noted above and authorized by the Act, the School may not charge for costs beyond the direct cost of duplication, which precludes overhead or the ancillary tasks associated with the retrieval, inspection and handling of the records. The School is not required to produce copies of records to a requestor until the costs for duplication have been paid. ~~If the records exceed 200 pages, the requestor may be required to post a non-refundable, good faith deposit equal to 50% of the total cost of fulfilling the request.~~

The School will not waive fees authorized by the Act. Any requests for a waiver of fees shall be directed to the CEO. See Appendix A for the MPS PRA Request ~~Form & Fee Schedule~~Form.

~~APPENDIX A: MPS PRA REQUEST FOR M M & FEE SCHEDULE~~

~~Note: Magnolia Public Schools (MPS) has ten (10) days to respond to your request. The response time may be extended for an additional fourteen (14) days in certain circumstances, pursuant to Government Code section 6253. You will be notified if MPS needs additional time for research. Please be advised that there is a charge of 25 cents per copy to cover the cost of duplication of any records.~~

~~**Fee Schedule:**~~

~~**Document Reproduction:** — For paper and electronic records up to 8 x 14 inches: 25 cents per page
(Records larger than 8 x 14 inches will be charged on a direct cost basis.)~~

~~For records provided on CDs: \$1.00 per disc~~

~~For records provided on DVD: \$2.00 per disc~~

~~**Computer Programming and Extraction:** (for complex requests requiring special database queries)~~

~~Charged on a direct cost basis (MPS will notify the requestor if computer programming time is required to fulfill the request.)~~

~~The requestor may be required to post a non-refundable, good faith deposit equal to 50% of the total cost of fulfilling the request.~~

Name: _____ Title: _____

Organization: _____

Address: _____

Phone #: _____ Fax: _____

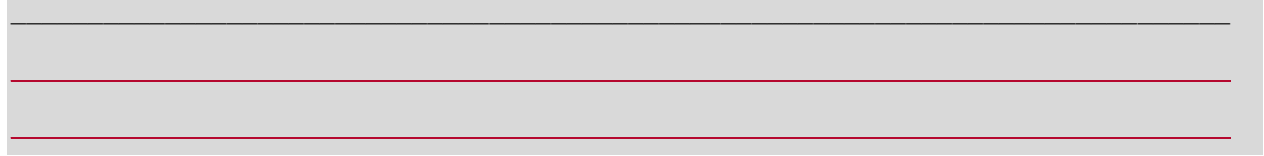
Email: _____

Signature: _____ Date: _____

INFORMATION REQUESTED: (Please be as specific as possible.)

Board Governance Policies

Public Records Requests Policy



Cover Sheet

Authorization to Submit Renewal of Charter Petition for Magnolia Science Academy 4 to LAUSD

Section: III. Action Items
Item: A. Authorization to Submit Renewal of Charter Petition for
Magnolia Science Academy 4 to LAUSD
Purpose: Vote
Submitted by:
Related Material: III A:B MSA4:5 Renewal Resolutions.pdf



Board Agenda Item #	III A
Date:	August 10, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Alfredo Rubalcava, Chief External Officer
RE:	Board Resolution for MSA 4 and MSA 5 Charter Renewals

Proposed Board Recommendation

I move that the board approve the board resolutions that authorizes the filing of the Charter Renewal Petitions with the Los Angeles Unified School District for Magnolia Science Academy 4 and Magnolia Science Academy 5.

Background

Magnolia Science Academy 4 and Magnolia Science Academy 5 are in the last year of their approved charter petition term. The resolution being approved today is from the Board of Directors of Magnolia Educational Research Foundation authorizing the submission of the Magnolia Science Academy 4 and Magnolia Science Academy 5 *Charter Renewal Petitions for a Five-Year Term (July 1, 2018-June 30, 2023)* to the Los Angeles Unified School District Board of Education.

It is resolved that the Board of Directors authorizes the filing of the Charter Renewal Petition with the Los Angeles Unified School District, and that the following individuals are authorized to take all steps necessary pursuant to their roles to seek the approval of the Charter Renewal Petition:

Dr. Caprice Young, CEO & Superintendent will serve as “Lead Petitioner,” and is hereby authorized to sign the Charter Renewal Petition and to take all steps necessary for approval of same.

Lisa Ross is the Principal/Instructional Leader for Magnolia Science Academy 4

Brad Plonka is the Principal/Instructional Leader for Magnolia Science Academy 5

Ernany "Nanie" Montijo is the Onsite Financial Manager for Magnolia Science Academy 4 and Magnolia Science Academy 5

Budget Implications

There are no budget implications.

Name of Staff Originator:

Alfredo Rubalcava, Chief External Officer

Attachments

Board Resolution for Magnolia Science Academy 4

Board Resolution for Magnolia Science Academy 5

LAUSD 17-18 Renewal Time Line



GOVERNING BOARD RESOLUTION FOR MAGNOLIA SCIENCE ACADEMY 4

Resolution #20170810-1

Resolution from the Board of Directors of Magnolia Educational Research Foundation authorizing the submission of the Magnolia Science Academy 4 *Charter Renewal Petition for a Five-Year Term (July 1, 2018-June 30, 2023)* to the Los Angeles Unified School District Board of Education.

NOW THEREFORE, IT IS RESOLVED that the Board of Directors authorizes the submission of the Charter

Renewal Petition for Magnolia Science Academy 4, to the Los Angeles Unified School District, and that the following individuals are authorized to take all steps necessary pursuant to their roles to seek the approval of the Charter Renewal Petition:

Dr. Caprice Young, CEO & Superintendent will serve as “Lead Petitioner,” and is hereby authorized to sign the Charter Renewal Petition and to take all steps necessary for approval of same.

Lisa Ross is the Principal/Instructional Leader/School Administrator

Ermany "Nanie" Montijo is the Onsite Financial Manager

Resolved on August 10, 2017 by the following vote:

[name]	[vote]	[name]	[vote]
Dr. Saken Sherkhanov		Mr. Haim Beliak	
Dr. Umit Yapanel		Dr. Remzi Oten	
Mr. Nguyen Huynh		Mr. Serdar Orazov	
Dr. Salih Dikbas		Ms. Diane Gonzalez	

Aye:

Nay:

Abstention:

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary for the Board of Directors of Magnolia Education Research Foundation, a California nonprofit public benefit corporation. I hereby certify that the foregoing is a true and correct copy of a resolution duly and legally adopted by the Board of Directors on August 10, 2017, and that this resolution has not been revoked.

Dr. Umit Yapanel
MPS Board Secretary



GOVERNING BOARD RESOLUTION FOR MAGNOLIA SCIENCE ACADEMY 5

Resolution #20170810-2

Resolution from the Board of Directors of Magnolia Educational and Research Foundation authorizing the submission of the Magnolia Science Academy 5 *Charter Renewal Petition for a Five-Year Term (July 1, 2018-June 30, 2023)* to the Los Angeles Unified School District Board of Education.

NOW THEREFORE, IT IS RESOLVED that the Board of Directors authorizes the submission of the Charter

Renewal Petition for Magnolia Science Academy 5, to the Los Angeles Unified School District, and that the following individuals are authorized to take all steps necessary pursuant to their roles to seek the approval of the Charter Renewal Petition:

Dr. Caprice Young, CEO & Superintendent will serve as “Lead Petitioner,” and is hereby authorized to sign the Charter Renewal Petition and to take all steps necessary for approval of same.

Brad Plonka is the Principal/Instructional Leader/School Administrator

Ernany "Nanie" Montijo is the Onsite Financial Manager

Resolved on August 10, 2017 by the following vote:

[name]	[vote]	[name]	[vote]
Dr. Umit Yapanel		Mr. Haim Beliak	
Dr. Saken Sherkanov		Dr. Remzi Oten	
Dr. Salih Dikbas		Ms. Diane Gonzalez	
Mr. Nguyen Huynh		Mr. Serdar Orazov	

Aye:

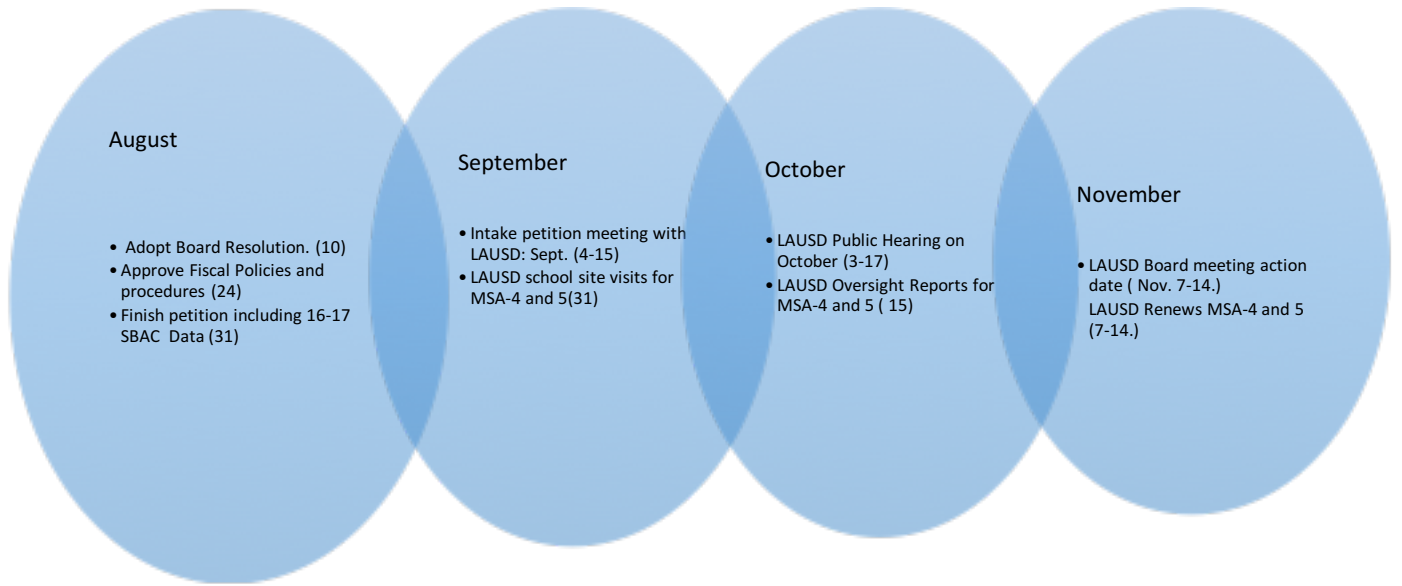
Nay:

Abstention:

CERTIFICATE OF SECRETARY

I certify that I am the duly elected Secretary for the Board of Directors of Magnolia Education Research Foundation, a California nonprofit public benefit corporation. I hereby certify that the foregoing is a true and correct copy of a resolution duly and legally adopted by the Board of Directors on August 10, 2017, and that this resolution has not been revoked.

Dr. Umit Yapanel
MPS Board Secretary



Cover Sheet

Authorization to Submit Renewal of Charter Petition for Magnolia Science Academy 5 to LAUSD

Section: III. Action Items
Item: B. Authorization to Submit Renewal of Charter Petition for
Magnolia Science Academy 5 to LAUSD
Purpose: Vote
Submitted by:

BACKGROUND:
Attachment is the same as item III A.

Cover Sheet

Approval of New Board Member Nominations

Section: III. Action Items
Item: C. Approval of New Board Member Nominations
Purpose: Vote
Submitted by:
Related Material: III C Board Nominations.pdf



Board Agenda Item #	Agenda # III C
Date:	August 10, 2017
To:	Magnolia Board of Directors
From:	Umit Yapanel, MPS Board Secretary
Staff Lead:	NA
RE:	Board Nominations

Proposed Board Recommendation

I move that the board approve the recommendation of the Nominating Committee to appoint Ms. Charlotte Brimmer and Ms. Sandra Covarrubias for full terms from August 11, 2017 through August 10, 2022.

Background

The Nominating Committee held two committee meetings in the last two weeks. During the first meeting, the committee members were able to talk to the four prospective board members (Andre Roberson, John White, Sandra Covarrubias, Charlotte Brimmer) in a public meeting along with the staff and members of the community whom nominated them to the board.

Candidates got the opportunity to share their expertise and past experiences. Staff and community member who made the nominations, shared details on the interactions they have had with the candidates and how the candidates have influenced the schools.

After the public meeting has held, Dr. Sherkhonov and Rabbi Beliak streamlined this process of interviewing all candidates prior to nominating them to full board's attention. They both reported to the Nominating Committee that they recommend to add Sandra Covarrubias and Charlotte Brimmer as new board members of the MPS board with full new terms.

Nominating Committee made the following motion: Rabbi Haim Beliak made a motion to recommend the nominations of Sandra Covarubbias and Charlotte Brimmer with full terms to the full board. Dr. Umit Yapanel seconded the motion and it passed unanimously. Also, the committee would like to begin the process of creating an Advisory Committee and possibly adding the other two candidates to this committee.

Exhibits (attachments):

Resumes of four candidates



Magnolia Public Schools Board Recruitment Application

This “board recruitment application” is intended to identify individuals interested in serving on the board of Magnolia Public Schools. Appointments to the board are made by the Magnolia Public Schools - Nominating Committee.

1. Name (Attach your Resume and Bio)

Andre Roberson

2. Statement of Intent

Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards.

My family’s business is caring for the mentally-challenged. I’ve done this my whole life and dealing with different agencies as well as the state of California has trained me in how to professionally run a business and handle communication in such realms. For the past 11 years I’ve ran a nonprofit, “Official No One Left Behind” (ONOLB) in Orange County, feeding low-income families and homeless individuals. Through ONOLB, I have served 5 different schools in Santa Ana, gaining me an understanding of what the kids need from a personal perspective of them dealing with hunger. Having gone into schools to talk to and mentor kids, hearing firsthand their dreams, I received letters from them thanking me for my encouragement and inspiration.

From a business standpoint, I’ve always been an entrepreneur. I started and ran my own record label for 9 years, which taught me a great deal about leadership, responsibility, and determination. I am currently executive producing in the entertaining industry which requires a mind for numbers, quick decision making ability, and constant problem-shooting.

How will you contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices?

First of all, I would adhere to the board’s rules and be a team player. I would also bring innovative concepts to the table. I would support the board collectively bringing our ideas together to reach the best solution for each goal we are trying to obtain. I will of course bring in my nonprofit as I’ve already donated food to the Magnolia Academy of Sciences school in Santa Ana. In summary, I can bring leadership qualities, business savvy, innovative ideas, communication skills, and a heart for service to the board.

CELEBRATING 15 YEARS OF EXCELLENCE IN EDUCATION

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

3. Attach two references with contact information

Reference 1

Name: Kirsten Kvesic

Organization: Orange County Food Bank

Position: Vice President

Phone: 714-745-5974

Relation: VP at partner company to my nonprofit and huge supporter of my philanthropic ventures.

Reference 2

Name: Jennifer Kane

Organization: Drive Traffic Media

Position: Director

Phone: 714-916-1163

Relation: Business associate in the nonprofit and entertainment worlds.

Andre Roberson Biography

7.20.27

By Jonathan Campbell

Andre Lafelle Roberson has evolved into one of the most hard working and respected entertainers in the music and motion picture industries today.

Roberson was born in Santa Ana, California. Roberson was raised in a hard working yet humble environment under the direction of his mother and grandmother who own and operate numerous convalescent homes for the mentally disabled in the Orange County area of California for over thirty years. Growing up working in those homes and being taught at an early age to perform day-to-day work with integrity, excellence, stewardship, and dignity. Andre matured into the incredible actor and singer he is today. He credits working in those homes as a young man with giving him the ability to reach and display the range of emotions needed to connect with an audience on the deepest levels so that every person feels whatever Andre is trying to convey.

Roberson first entered the entertainment world through music. As a recording artist he started out singing at local events in and around the L.A. area, quickly becoming an award winning R&B/Hip-Hop singer known by his middle name "Lafelle". Andre has performed at iconic venues all over the country from the Whiskey-A-Go-Go to The Troubadour, the Key Club, and the House of Blues in various locales; headlined events in Las Vegas at the Mandalay Bay, Caesar's Palace, Planet Hollywood (formerly The Aladdin), Luxor, and the Las Vegas Motor Speedway. After experiencing some success after releasing a single and two albums through Warner Bros. on his own independent record label, BeatLounge Records, it was only a matter of time until Roberson's stage presence and magnetic, infectious personality led him to the television and film industry. Roberson has been featured in numerous films such as Notorious, Dangerous Minds, Powerplay, and Sunset Strip; he has had recurring and guest starring roles in TV shows such as Days of Our Lives, The District, and Angel. Andre has commercial credits that include ESPN, Nike, Ford, Taco Bell, and Xerox.

Not only does Andre find the time to record new music and read over scripts he is also a vigorous supporter of charitable organizations. From helping put together benefit fundraisers for smaller charity groups, such as The Emily Shane Foundation, to organizing and headlining larger professional fundraisers for prestigious institutions such as The Make-A-Wish Foundation in Las Vegas, NV the goal has always been the same for Roberson and that is to help as many people as possible using the gifts that God has blessed him with. Roberson's talents, abilities, and keen business intellect have led to many opportunities that he has been able to capitalize on although his greatest motivation has never been money, but rather how he can help those who cannot help themselves. It was after performing at that Make-A-Wish Las Vegas fundraiser and then subsequently at a charity benefit dinner at the Four Seasons in Las Vegas that benefited Usher's New Look Foundation and Tom Cruise's New York Rescue Workers Detoxification Project that Andre realized how he could use his gifts as an entertainer to show kids and adults, by example, the importance of chasing their dreams while serving and caring for others. Through his singing Andre has brought joy into the lives of the mentally and physically challenged. With a mind for business, a heart for service and a passion for music and acting, Andre is a solid resource for those seeking to find creative ways to impact those in need using the arts and entertainment as the vehicle. Andre is a voice of hope to many.

An inspired Andre Roberson had taken a step back from the limelight to concentrate on more philanthropic endeavors and took up the mantle himself to carry on the family tradition by founding his own non-profit organization - Official No One Left Behind - a local food bank that donates food to needy families in and around the Los Angeles/Orange County area, helping around two thousand families every month while working in partnership with the Orange County Food Bank. Roberson's efforts were recognized and rewarded recently as the Passkeys Foundations "2016 Pillar of Influence in Arts & Entertainment Award" recipient. In April 2017 Andre performed an original song "God Knows" and delivered the keynote address for the YMCA's 50th anniversary Good Friday Breakfast event at the City

National Grove in Anaheim. Andre and his family have worked so tirelessly to ensure that the low-income Latino families of Santa Ana have food security that once again Andre and his foundation were given an award by Orange County in recognition for feeding over 100,000 meals to the needy and homeless in early May of 2017. Most recently Andre has been spotted walking the red carpet at the Four Seasons Los Angeles Hotel in Beverly Hills for the 9th Annual Pink Pump High Tea and Fashion Show to raise money for the only free autism summer camp in Southern California hosted by the Special Needs Network of LA on May 21st, 2017.

The limelight Roberson stepped out of is calling him back in full force as he is poised to reappear on the big screen as he is attached to four projects that are in development and pre-production. Roberson is executive producing and set to star in Jackknife Jonny, Conviction, Karma, and Moving Day which are all slated to come out late 2017 through early 2018. Roberson is also in the midst of recording another album that is slated to drop in 2018 as well. Stay tuned for all the latest and greatest from this amazing individual!



Magnolia Public Schools Board Recruitment Application

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

1. Attach your Resume and Bio

2. Statement of Intent

Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards.

Being a Carson resident for over twenty-five years and raising four children presented a challenge to seek out the best educational system befitting for the future of my children. At the time the best alternative to standard education was the public Magnet Schools. I was successful in enrolling the children in King/Drew Magnet High School of Medicine and Science. My involvement included transforming a defunct Parent Advisory Council (PAC) into an active participatory committee. I was president of PAC for over four years and successful in increasing parental involvement from 25 to 185 parents attending our monthly meetings. In the earlier years, I was active at Curtis Middle School organizing a Parent Committee to increase parents awareness of the importance of being active and a part of their academic journey. This included educating and encouraging parents to get involved. Collectively we were able to make recommendations on school polices and procedures and expand the parent/teacher/administration relationship. We worked earnestly on fund raising activities as well.

My experience in working on governing boards includes: (1) Appointed on the Carson Planning Commission for over seven years, (2) Appointed by former State Senator Isadore Hall III as a Veteran Commissioner.

How will you contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices?

My contribution to the board's ability to monitor the school's academic, operational, and fiscal policies and practices is to begin with team work. I worked as a project manager/community organizer/compliance investigator for over 22-years for the Community Redevelopment Agency for the City of Los Angeles. I was responsible for over \$65m. I have the an analytical ability and a way to listen to absorb information to question pertinent issues that will allow us to progress to the desired conclusion. Experienced in fact-finding, and report

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writing. Sensitive to listening to divergent perspectives and concerns while ensuring that procedures and policy guidelines and communicated and enforced.

3. Attach two references with contact information

Reference 1

Name: Kadie Pandolfo-

Organization: Stub Hub Center in Carson

Position: General Manager

Phone: 310 617-1604

Relation: Business and Personal

Reference 2

Name: County Supervisor Janice Hahn

Organization: County Supervisor

Position: _____

Phone: _____

Relation: Political Associate and Mentor

CHARLOTTE BRIMMER

683 East Loyola Avenue, Carson, CA 90746

Home: 310 329-5527 | Cell: 310 425-5256

Ppls100@aol.com

PROFESSIONAL SUMMARY

Exceptional community leader who is talented at working with diverse groups of people on all governmental levels. Proven professional with 15+ years as a civic project manager, including budgeting, administering, and procuring. Extensive knowledge of local and regional community redevelopment issues and revitalization strategies. Effectively maintain relationships and communication with city officials, developers, community-based organizations and civic groups.

SKILLS

- Organized and goal-oriented, with strong focus on the constituents' needs and concerns.
- Analytical problem solver, able to anticipate issues and create new systems that streamline operations, resolve concerns and improve efficiency.
- Skilled in building excellent rapport with clients and team members to achieve on-time project completions.
- Computer skills include: MS Word, Excel, PowerPoint, and Internet research.

WORK HISTORY

Project Manager/Urban Planner

January 1998 to January 2012

The Community Redevelopment Agency of the City of Los Angeles, CA

Managed a budget of \$68 million for the West Valley Disaster Assistance Project Area and Watts/Watts Corridor Recovery Project Area. Promoted economic development by marketing the City's Business Incentives Programs, facilitated the expansion and retention of quality jobs and created new businesses. Coordinated the involvement of the Los Angeles Mayor's Office and Los Angeles City Council District Offices.

Conducted outreach to residents and community groups in preparation and implementation of Work Programs. Represented the CRL/LA and interfaced with other City Departments, e.g. Bureau of Engineering, Planning, LADOT, and Parks and Recreation. Supervised, directed and evaluated the work of staff members. Worked directly with technical departments and professional consultants to achieve project completion.

Oversaw a team of architects, contractors, developers, property owners, and tenants on various projects. Participated in the development of CRA/LA policies and plans, as well as Los Angeles City policies and programs.

Developed housing strategies in designated project areas, including first-time home ownership programs and affordable housing programs. Created Commercial Façade Programs, Public Improvement Programs and Streetscape Projects in blighted areas.

Monitored pre-construction by coordinating technical staff preparation of the RFP/RFQ, and providing advertising for contractor selections.

Brimmer 1

Developed and implemented community outreach by disseminating information to various community businesses, property owners, and residents regarding CRA/LA activities throughout the assigned project areas.

Labor Compliance Investigator

May 1990 to May 1998

The Community Redevelopment Agency of the City of Los Angeles – Los Angeles, CA

Conducted onsite inspections and interviews of contractors and workers to determine compliance of the California Labor Code Prevailing Wages Laws and the Davis-Bacon Act.

Prepared, scheduled, and conducted pre-construction conferences and training with contractors and developers regarding Labor Compliance Requirements.

Audited Certified Payroll reports of general contractors and subcontractors to ensure payment of the Prevailing Wage. Researched and interpreted Federal guidelines and regulations. Organized and compiled documents to verify data collected from the file. Maintained a working relationship with all relevant building trades/local unions.

ACCOMPLISHMENTS

- 2009-2015 Appointed to the Carson City Council Planning Commission. I was instrumental in reviewing numerous projects and applications, including the Oil and Gas Ordinance Update, the Porsche Project, the Master Plan for Main Street, and Land Remediation of Boulevards of South Bay/Stadium.
- 2016 Appointed by Assemblyman Mike Gipson of the 64th Assembly District as a Business Commissioner.
- 2016 Appointed Event Coordinator by the General Manager of the Stub-Hub Center and worked closely with the United States Marine Corps to host a Veterans Job and Resource Fair. More than 600 job seekers attended of which more than 50 were interviewed and hired on the spot. In addition, four non-profit organizations were involved: CAS American Veterans Foundation, Resource Educators (free professional attire), and No Kid Left Uncut (more than 50 haircuts provided at no cost), and the California Friends of the African-American Caucus. Patrick Henning, Director of the EDD, was the Special Guest in Attendance.
- 2015 Appointed by State Senator Isadore Hall III as a Veterans Delegate and served as a committee member on the USS Iowa Veterans Job Fair.
- 2015 Assisted the General Manager of the Stub-Hub Center to organize and coordinate a weekly complimentary concert for the community and local residents. The concerts attracted more than 4,000 attendees from April through August 2015.
- 2014 Served as the Chairperson for the City of Carson 4th Annual Veterans Job Fair in which I worked in collaboration with the Carson Veterans Commission Board and with city staff. I was pivotal in negotiating with the General Manager of the Stub-Hub Center to procure the StubHub venue. More than 50 employers attended, as well as 500 job seekers, of which 40 were interviewed and hired on the spot.
- 2014 Nominated and awarded State of California Woman of the Year 2014 for the 64th Assembly District by Assemblyman Isadore Hall III. The award was presented in Sacramento, California.

EDUCATION

California State University, Dominguez Hills, Carson California. Bachelor of Arts: Sociology/Behavioral Science.

Brimmer 2



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1. Attach your Resume and Bio

2. Statement of Intent

Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards.

I have a vast array of Educational experience and feel I can be a board member and contribute to the growth and success of Magnolia Public Schools. My experience consists of teaching and administration, with one year as an administrator within the Magnolia System. I have been appointed to to State Education Committees and one Technology Task Force. I am hard working, dependable, and interested in doing a first class job.

How will you contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices?

I bring 34 plus years of school experience in the areas academic achievement, fiscal and school operations, along with a depth of knowledge in school practices and policies. My goal is to have clear, fair, and lawful policies, rules, and guidelines that are easy to follow or execute and cooperative oversight to ensure their implementation.

3. Attach two references with contact information

Reference 1

Name: Mike Bennett

Organization: BIRMINGHAM COMMUNITY CHARTER HS

Position: BOARD MEMBER

Phone: 8918-926-1070

Relation: Professional Associate

Reference 2

Name: Gabe Soumakian

Organization: Teachers Pensions

Position: Marketing Manager

Phone: 626-376-76770

Relation: Professional Associate

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4946 Valley Ridge Ave. Los Angeles, CA 90043
(323) 299-6936
novasystems@sbcglobal.net

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21st CENTURY EDUCATION LEADER

...Dedicated to moving schools into the 21st Century while inspiring students with an insatiable passion for learning and academic excellence

Visionary, Consensus builder, Collaborative Educational Leader, Quality Elementary and Secondary experience. Adept at securing resources, implementing and creating effective educational programs that meet teacher and student needs that foster higher academic success and success.

SUMMARY OF QUALIFICATIONS

- **Enthusiastic, effective, passionate Administrator**, mentor and advisor who believes all students can learn, achieve, and soar in a thriving instructional environment that fosters improved teaching practices and student learning
- **Specializations includes** Technology curriculum integration and educational use, English as a Second Language (bi-lingual Spanish) (ESL) / English for K-12 and Adults.
- **Instructional Leadership** - Use a balanced blend of motivational and targeted instruction methodologies to enhance curricula, focus on Personal Learning Communities (PLCs).
- **Parent Engagement** – Work closely with parents throughout career, repeated successes securing a high level of parental involvement (25 years experience in parent/Community Relations).
- **Leverage Resources / Strategic** – Work closely with district leaders and community partners to encourage parental involvement in school site decision-making.
- **Strong Communication and Collaborative skills approach in working with administrators, teachers, students and parents. All efforts focused** to help students past the threshold of *not knowing* to *knowing* and develop to their fullest potential.

ADMINISTRATIVE AND LEADERSHIP EXPERIENCE

PRINCIPAL: MAGNOILA PUBLIC SCHOOLS

January 2016 to February 2017

- Site Administrator responsible for a 475 GRADE 6-12 Urban Charter School (**Magnolia Science Academy-3, Carson, CA.**)
- Responsible for all site decision-making, Personnel-Hiring, Monitoring and Evaluating Staff.
- Supervision of Instruction, Finance, Procurement, Plant, Food Services, Student Life.
- Increased parental involvement by conducting weekly Coffee with the Principal Meetings.
- Used innovative methods and materials to produce effective learning experiences including cooperative and project-based learning, thematic instruction and differentiation in delivery of state and LAUSD curriculum.

Highlighted Achievements

- Responsible for significant student performance increase on standardized testing.
- Provided instructional and administration leadership for after-school tutoring and Saturday school programs.
- Integrated technology and computers throughout entire school, curriculum.
- Mentored and coached students to boost learning competencies, as evidence by improved CST scores and improved overall Achievement.
- Presenter California League of School's and ACSA's Statewide Conferences 1998 to Present
- Completed Success WASC Visit. School granted six year Accreditation

Consultant/Coach: Administrative Mentor/Coach, LAUSD, LACOE, and COMPTON USD **2013 to 2016**

PRINCIPAL, Interim: LOS ANGELES UNIFIED SCHOOL DISTRICT **February 2013 to 2016**

Adjunct Faculty: PEPPERDINE UNIVERSITY **Summer 2015 to Present**
NATIONAL UNIVERSITY SAN DIEGO, CA **September 1994 to 2012**

- Taught Educational Leadership in Administrative Credential Program
- In Masters Program, taught administrative use of Technology in the supervision of teachers in a school setting. Application software consisting of Spreadsheets, Written Communication and the use of Data to improve instruction.
- Instruct continuing adult education students on English as a Second Language courses, providing various levels of instruction in grammar, conversation, reading, writing and pronunciation.
- Taught, “The Diverse Classroom.” Prepared teachers entering the profession the cultural differences and mosaic of cultures that exist in Southern California Schools.
- Taught courses on the use of technology in K-12 classrooms. Software and application programs and how to effectively use these tools in a classroom setting.
- Consult with adult students regarding learning practices, technology integration, and the importance of aligning these techniques and tools to Common Core standards K-12 students are required to master.

PRINCIPAL: LOS ANGELES UNIFIED SCHOOL DISTRICT **November 1998 to June 2012**

- Site Administrator responsible for a 1750 student Urban Middle School (**Mulholland Middle School**)
 - Responsible for all site decision-making, Personnel-Hiring, Monitoring and Evaluating Staff.
 - Supervision of Instruction, Finance, Procurement, Plant, Food Services, Student Life and Activities.
 - Parent / Community Involvement –Created classes for parents to better track children’s progress.
 - Increased parental involvement by consulting with parents regularly.
 - Used innovative methods and materials to produce effective learning experiences including cooperative and project-based learning, thematic instruction and differentiation in delivery of state and LAUSD curriculum.
-

Highlighted Achievements

- Responsible for significant student performance increase on standardized testing. (150+ points 10 yrs.)
 - Provided instructional and administration leadership for after-school tutoring and Saturday school programs. The program’s goal is to assist all students in achieving state standards in English Language Arts and Mathematics. Reinforced “No Child Left Behind” Act by providing supplemental services.
 - Integrated technology and computers throughout entire school, curriculum, and teaching practices.
 - Mentored and coached students to help boost their confidence and competencies, as evidence by improved CST scores and completion of work.
 - Created, designed, implemented first Police Academy Magnet program at a Middle School in the USA.
 - Worked with California Governor to design a Model After-School Enrichment and Tutoring Program.
 - Successfully managed several State Bond and Grant Projects to improve instruction and upgrade physical plant
 - Presenter California League of School’s and ACSA’s Statewide Conferences 1998 to Present
-

ASSISTANT PRINCIPAL

Sherman Oaks Center for Enriched Studies September 1989- November 1998

- Supervised English/Math/Science Departments. Ordered all Textbooks for 1750 grade 4-12 span school
- Wrote, Implemented and managed technology grant to integrate technology into the curriculum
- Supervised Athletics, Discipline, Campus Supervision, and Safety/Emergency Drills
- Supervised arrival and departure of 48 school buses daily, scheduled all athletic and field trip transportation
- Worked with colleagues to establish a Magnet School Athletic League for student Athletes attending smaller Magnet Schools (12 Magnet Schools).

Gaspar de Portola Middle School September 1988 - June 1989

- Supervised Math/Science/Physical Education Departments and Their Staffs
- Assistant to Principal performed adjunct duties as assigned
- Managed all Enrollment, Attendance, Discipline, Supervision, Expulsion and Safety and Emergency Drills
- Assistant Principal in charge of School Operations and facilities

George Ellery Hale Middle School September 1986-June 1988

- Supervised Math/English/Physical Education Departments and their Staffs
 - Assistant to Principal, performed adjunct duties as assigned
 - Managed all Enrollment, Attendance, Discipline, Supervision, Expulsion and Safety and Emergency Drills
 - Assistant Principal in charge of School Operations and facilities
 -
-

LOS ANGELES HIGH SCHOOL May 1978 – to June 1986

Classroom Teacher, Assistant Dean, Athletic Director, ESL Counselor, Teacher, Coach

- Taught and managed classes in ESL English, Spanish, 10th Grade Health, ESL Math and Social Studies.
 - Served as assistant Dean, Bee Football and Varsity Track Coach Assistant, ESL Counselor, Bilingual classroom Teacher and Athletic Director. Elected to CIF Los Angeles Section Governing Athletic Board, Interscholastic Athletic Commission (IAC).
 - Organized 1st Community and school-wide Pancake breakfast and Garage Sale to raise funds for Athletic Program.
 - Served as Faculty President for two two-year terms.
 - Prepared student voice recordings and provided follow-up to improve language skills and development.
-

EDUCATION

EdD. Educational Leadership, Nova Southeastern University, Fort Lauderdale, FL - 1999
M.A.Ed., Education, California State University Dominguez Hills, Carson, CA - 1986
B.A., Spanish, Physical Education and Recreation, California State University
Dominguez Hills, Carson, CA – 1976

CERTIFICATIONS

Leading Edge Certification: Santa Cruz County Office of Education (SCCOE) – 2015
Leadership Coach Certification: Los Angeles County Office of Education (LACOE) - 2015
California State Teaching Credential, K-12, Spanish, Physical Education, & English
California State Administrative Services Credential
California State Certificate of Competence, Bilingual Spanish – Language & Culture
Nova Southeastern University, Certified Computer Tech
Spanish & Teaching Credential 1977

ASSOCIATIONS

Associated Administrators of Los Angeles – AALA-R
Association of California School Administrators –ACSA
ACSA Middle Grades Council Member 2002-2005; President 2009-2012
ACSA Membership Committee 2005-2008
Association for Supervision and Curriculum Development – ASCD
Coalition of Black Administrators (COBA)-Los Angeles Unified School District
Computer Using Educators (CUE)
California League of Schools – Board of Governors, Region 8 Trustee
Los Angeles Unified School District Middle School’s Organization - MSPO
National Partnership for Careers in Law, Public Safety,
Corrections and Security 2004-2007 Board of Governors
Technology Institute for California Administrative Leadership –TICAL

HONORS

State Superintendent of Public Instruction Torlakson’s Technology Task Force -2012
ACSA Middle Grades Council President 2009-2012
Los Angeles Unified School District Middle School Principal Organization President 2011-2012
ACSA Region XVI Middle School Principal of the year 2009
National Association of Secondary School Principals (NASSP),
California Representative (Region VII-Western United States) 2009-2012
Los Angeles County Middle School Administrator of the Year- 2009 for
LA County Technology Program Improving Math and Science with Technology (IMaST) Grant
Governor Schwarzenegger Selected: -2006
Committee on Education Excellence 2006-2008
Advisory Committee: Before-After School Programs 2006-2009
California **“Schools to Watch”** Visitation Team 2005 - Present



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1. Attach your Resume and Bio

2. Statement of Intent

Please describe the specific expertise and experience, as well as personal attributes, that you bring to the board, including service on any other governing boards.

I was a pediatric sub acute nurse for a couple of years when I became ill and had to quit working. That’s when I made the right choice started volunteering at my son’s elementary school – Magnolia Science Academy 7 and have been doing it ever since. At MSA 7 I was not a leader of the PTF team, but I was very involved. My son started with them as soon as their doors open in about 2010, so I use to help in different areas of the school because they were short of staff, I use to volunteer in the office, cafeteria, and playground supervising with other staff members. I also led a lot of the fundraising such as coming up with ideas, organizing them, and delegating work to the other parents. When my son graduated elementary school, he started junior high with Magnolia Science Academy 2. When we moved to MSA 2 I joined the PTF the second academic year, as a leader. Unfortunately, parent involvement was very low and I assisted admin with outreach. I spearheaded fundraisers, PTF meetings with the help of Mr. Compagno, the Dean of Culture. As a PTF leader, I helped the staff with anything they needed. Because of my commitment I was able to know a lot of the students and all the staff members on a personal level. Last year I introduced the Uniform Exchange Program, which the school started using this year. The concept of the program is for returning students. When the students outgrow their uniforms they exchange them for a bigger size as long as they are in good condition. The program helps the students financially and helps the school to keep the dress code enforced. I was also involved improving our fieldtrips safety, by bringing my expertise of the nursing field and my relationship with all the students to learn different behaviors to keep them safe but have fun and enjoy their group and trip. Lastly, I was deeply involved in the Charter Renewal Process this year and spoke in front of the LAUSD Board which denied us and The Board of the LA County Office of Education that approved us.

I am also currently working with the principle on keeping our students in school when feeling ill, by providing “home remedies” for common illness, such as tummy aches, nausea, headaches, etc., by providing the student safe and natural

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alternatives, such as ginger ale for an upset stomach, a chamomile tea for a bloated tummy, a seven blossoms tea before a test for a nervous student, or a drink with caffeine for a migraine and so on. We are also considering providing hands on CPR classes for the teachers and staff members. As the PTF president I have made it a task to get to know the students, teachers, staff, and our parents to better serve them and work as a team or more like a family, to prove the education the kids need and deserve for a better tomorrow.

How will you contribute to the board's ability to monitor the school's academic, operational, and fiscal policies and practices?

Due to my expertise and experience as a parent of a Magnolia student for 7 years, being the PTF president, and the relationship with our parents, students, and admin. I have learn and keep learning what our school needs by hands on and a strong relationship with admin. and our families. As a board member I will keep all the Magnolia schools needs in mind and with the help of our other board members I will contribute in helping to improve our schools for our current students and future students.

3. Attach two references with contact information

Reference 1

Name: Joseph Compagno
Organization: Magnolia Public Schools
Position: Dean of Culture
Phone: (818) 483-3940
Relation: Friend

Reference 2

Name: Gokhan Serce
Organization: Magnolia Public Schools
Position: Principal of MSA San Diego
Phone: (818) 961-5127
Relation: Friend

Sandra A. Covarrubias
7401 Madora Ave.
Winnetka CA 91306
(818) 447-7393

OBJECTIVE To obtain a Board Member position at the highly regarded Magnolia Science Academy Board

PROFESSIONAL LICENSED VOCATIONAL NURSING

EXPERIENCE All Saints HealthCare April 2004- April 2007
North Hollywood, CA

- * Provided quality of nursing care to pediatric patients.
- * Aided in the Patient's daily activities of living.
- * Administrated medication by all routes.
- * Monitored ventilators: T-Bird, LP10, HT50, and Bear.
- * Obtained assessments of the patients for any changes.
- * Provided wound care
- * Provided respiratory care; gave respiratory medication, suctioned, and checked respiratory statues.
- * Worked with GT, JT, JGT, and NGT; gave the feedings to the patients, replacement of the tubes, and worked with the feeding pumps.
- * Worked with traches; trach care, and trach tube changes; worked with Bivona and Shiley traches.
- * Monitored IV sites for any infection or any other changes.
- * Monitored all the alarms of the patient; pulse ox, apnea monitor, and ventilator Alarms.
- * Comforted the patient and family with a long term ventilator dependence, and deteriorating diseases.
- * Responsible for all the documentation of the patient; nurses notes, weekly summaries, incident reports, and care plans.
- * Recorded all medications and ordered new medications.
- * Transported patients to school and provided any school needs.

LICENSED VOCATIONAL NURSING

Majesty Hospice January 2005- September 2007
Los Angeles, CA

LICENSED VOCATIONAL NURSING

Amity Home Health October 2007- June 2010
Granada Hills, CA

- * Obtained head-to-toe assessment and any changes.
- * Provided quality of nursing care to adult patients.
- * Assisted in the patient's daily activities of living.
- * Administrated medications by all routes.
- * Reordered medications and supply.
- * Patient and family teaching following the care plan.
- * Responsible for all the documentation of the patient; nurse notes and care plans.

- * Provided wound care
- * Provided patient care following plan of care
- * Comforted the patient and family during terminal illness.

EDUCATION

2004 and 2006 All Saints HealthCare – PALS
2003 American Heart Association – Certified Nursing Assistant
2001 Heartfare – Intravenous Therapy
2001 and 2000 Casa Loma College – Licensed Vocational Nursing

CERTIFICATIONS

BLS – American Heart Association
PALS – American Heart Association
Institutional Fire and Life Safety – Los Angeles City Fire Department
Intravenous Therapy Certificate – American Heart Association

MULTI – LANGUAGE SKILLS

Able to speak and write fluently in Spanish

REFERENCES

Available on Request

Cover Sheet

Review/Approval of Comparable Compensation Data for Charter School Superintendents/Principals

Section: III. Action Items
Item: E. Review/Approval of Comparable Compensation Data for
Charter School Superintendents/Principals
Purpose: Vote
Submitted by:
Related Material: III E CEO Compensation Comparisons.pdf

Magnolia Educational & Research Foundation Governing Board

Summary of Compensation and Benefits Survey Data

June 2017

The following is a summary of our findings following review and comparison of a sampling of total compensation levels received by public school leaders in the Los Angeles area.

Granada Hills Charter High School	
Executive Director/CEO	
Total Compensation Package (Source: Form 990 (2014))	240,681
Base Salary	211,188
Other Compensation	29,493
Birmingham Community Charter High School	
Principal/CEO	
Total Compensation Package (Source: Form 990 (2014))	204,403
Base Salary	174,870
Other Compensation	29,533
Green Dot Public Schools California	
President & CEO	
Total Compensation Package (Source: Form 990 (2014))	246,922
Base Salary	223,379
Other Compensation	23,543
Ingenium Schools	
President/CEO	
Total Compensation Package (Source: Form 990 (2014))	175,549
Base Salary	162,369
Other compensation	13,180
Palisades Charter High School	
Executive Director	
Total Compensation Package (Source: Form 990 (2014))	209,975
Base Salary	181,725
Other compensation	28,250
Synergy Academies	
Chief Executive Officer	
Total Compensation Package (Source: Form 990 (2013))	167, 591
Base Salary	145,875
Other compensation	21,716
YPI Charter Schools, Inc.	
Executive Director	
Total Compensation Package (Source: Form 990 (2014))	201,073
Base Salary	168,271
Other compensation	32,802

CMO Leader Compensation Nationally (based on 990s)

Name	CEO 2012 Salary	Other Cash Comp	Total
Alliance for College Ready Public Schools Foundation	\$312,000	\$18,400	\$330,400
Aspire Public Schools	\$251,405	\$42,282	\$293,687
DC Prep	\$220,887	\$10,384	\$231,271
Democracy Prep	\$230,946	\$24,429	\$255,375
GreenDot	\$224,904	\$32,826	\$257,730
IDEA	\$326,890	\$14,024	\$340,914
KIPP Foundation	\$381,819	\$11,349	\$393,168
Rocketship	\$239,561	\$22,452	\$262,013
YesPrep	\$210,000	\$26,250	\$236,250
Average	\$266,490	\$22,488	\$288,979
Min	\$210,000	\$10,384	\$220,384
Max	\$381,819	\$42,282	\$424,101

Cover Sheet

Professional Development Update

Section: IV. Information Items
Item: A. Professional Development Update
Purpose: Discuss
Submitted by:
Related Material: IV. A Professional:Academic Update.pdf

BACKGROUND:

Attached is the Symposium agenda, a full report will be uploaded on Monday.



Board Agenda Item #	Agenda # IV. A
Date:	August 10, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Chief Academic Officer
RE:	Academic Update

Proposed Board Recommendation

Information Only.

Background

Summer School- MSA-1, 2, 3, 4, 5, 7, 8, Santa Ana and San Diego hosted a successful Summer School again this year. The total number of students that attended summer school was 1,169.

Professional Development- Our Summer In-Service took place the week of August 1, 2017. Over 90% of staff rated the Professional Development Sessions a “4” or higher for the following:

- This session improved my knowledge/mastery of the topic
- I will be able to apply the concepts of this session to improve the performance/operation of my school.

We have a new addition to our Academic Team, Traci Lewin whom will be our new Math Coach.

Budget Implications

- Amounts/ Funding Source- none
- CFO Review- N/A

Name of Staff Originator:

Kenya Jackson, Chief Academic Officer

Exhibits (attachments):

MPS Summer In-Service Brochure
August Academic Team Newsletter



2017 Summer In-Service



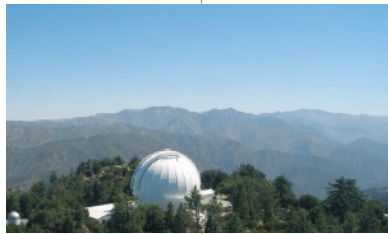
LEADERSHIP

Date: Tuesday, August 1
Location: MSA-3
Address: 1254 E. Helmick St., Carson
Page 3



A NIGHT UNDER THE STARS

Date: Wednesday, August 2
Location: Mt. Wilson Observatory
Page 4



BEST PRACTICES


Date: Thursday, August 3
Location: MSA-8
Address: 6411 Orchard Ave., Bell
Pages 5-7



THE WHOLE STUDENT

Date: Friday, August 4
Location: MSA-8
Pages 8-10



 Questions?
Email the Academic Assistant [here](#)

WEEK AT-A-GLANCE

AGENDA at MSA-3

Leadership

Tuesday, August 1, 2017

8:30AM-9:00AM
Breakfast

9:00AM-9:30AM
Welcome Back

9:30AM-11AM
Liberating the Leader

11:00AM-12:00PM
HR

12:00PM-1:00PM
Lunch

1:00PM-2:00PM
Dr. Young

2:00PM-3:00PM
OCD

3:00PM-3:30PM
STEAM Updates

3:30PM-4:30PM
Budget Review

NON-MANDATORY

5:00PM- 7:00PM
Dinner and
Proskauer Rose LLP

Agenda at MSA-8

8:30AM-9:00AM - Welcome

9:00AM-9:50AM- Keynote

10:00AM- 12:00PM - Session 1

12:00PM-1:00PM- Lunch

1:00PM-3:00PM - Session 2

Best Practices

Thursday, August 3, 2017

D106

S1: Differentiation in the Classroom
S2: Differentiation in the Classroom

D107

S1: Integrated ELD for K-5 Teachers
S2: Integrated ELD for 6-12 Teachers

D108

S1: Advancing Culturally Responsive Education in MPS
S2: Advancing Culturally Responsive Education in MPS

D109

S1 & S2: HR - Open Forum

D110

S1: Health & Wellness (connecting the mind to the body through sports)

D112

S1: Elementary Math
S2: Math and SBAC

D113:

S1: Succeed with Evidence-Based Writing: Claim it! Cite it! Cement it!
S2: IEP Writing Workshop

E101

S1: Blended Learning
S2: Blended Learning

E102

S1: Office Managers PD
S2: Office Managers PD

E103

S1: Creative Choice in the Classroom: Using TEAL to Create Arts Integration Lesson Activities.
S2: Art Leads

E105

S1: Know your rights

E106

S1 & S2: Finance Dept. Open Forum

E107

S1: Naviance Curriculum for SSR (Admin)
S2: Naviance Curriculum for SSR (SSR Teachers)

The Whole Student

Friday, August 4, 2017

D106

S1: Drug Prevention: Signs and Symptoms
S2: Drug Prevention: New Laws and Regulations

D107

S1: Psychological First Aid and Trauma Teaching Strategies
S2: Verbal De-Escalation

D108

S1: From Student Support Teams to Student Support and Progress Teams
S2: ELA and Math Intervention

D109

S1: Restorative Practices for Discipline Pt. 1
S2: Restorative Practice for Discipline Pt. 2

D110

S1 & S2: Social Emotional Development

D111

S1: Mental Health Crisis
S2: Paraprofessionals: What's your role?

D112

S1: SPED Laws and Due Process
S2: Disciplining Sped Students

D113:

S1 & S2: Naviance Curriculum for SSR (College Advisors)

D114

S1: EL Coordinators Collaboration
S2: Teaching the Gifted Student

E104

S1 & S2: HR Open Forum

E105

S1: MPS IT Department presentation on Google Classroom, Chromebooks, GoGuardian, and Security best practices

E106

S1: Equity and Equality: Interactive discussion from keynote
S2: The Power of One: How *You* Can Become a Turnaround Educator of African American, Latino, & Low-Income Students

E107

S1 & S2: Finance Open Forum



A Night under the stars
at Mt. Wilson Observatory

Interested in Attending?
RSVP, by clicking [HERE](#)

TUESDAY, AUGUST 1: LEADERSHIP

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

EdLogical Group Sponsoring
 Breakfast & Lunch!

(special) **THANKS**
 to our sponsors

Session Descriptions:

Session Name: Liberating the Leader

Presenter: Kenya Jackson and David Yilmaz

Description: Participants will have the opportunity to define and identify their five top values to:

- Discuss how those values “show up” in our leadership style
- Read an excerpt from, “Liberating the Leader” from James Kouzes and Barry Posner’s *The Leadership Challenge*
- Discuss the five practices of exemplary leadership and work with your administration teams to create and align practices to 2017-2018 goals

Session Name: Paycom Training

Presenter: Orecille Revish

Description: Participants will receive training on the following: Requesting and Approving PTO on Paycom, Safe Schools Training, Absence Soft Intro, and Id School site users.

Session Name: OCD Review & 17-18 Goals

Presenter: Outreach and Communications Department

Description: Participants will receive updates on goals for the upcoming school year

Session Name: STEAM Updates

Presenter: Erdinc Acar

Description: Participants will receive on any new changes on the following: Program updates, non-negotiables, expectations and resources for 2017-18 school year.

Session Name: Finance Review

Presenter: Nanie Montijo, Lesia Charles, Brock Atar and Cafer Turan

Description: Participants will receive training on the following: Coolsis entries, Deposits, Reimbursements, resources codes and charts of accounts.

Session Name: Labor Law Review *

Presenter: Proskauer Rose LLP

Description: Participants will gain information on creating a welcoming work place for teachers

* This is a non-mandatory session and dinner is grant funded

8:30AM-9:00AM
Breakfast

9:00AM-9:30AM
Welcome Back

9:30AM-11AM
Liberating the Leader

11:00AM-12:00PM
HR

12:00PM-1:00PM
Lunch

1:00PM-2:00PM
Dr. Young

2:00PM-3:00PM
OCD

3:00PM-3:30PM
STEAM Updates

3:30PM-4:30PM
Finance Review

5:00PM- 7:00PM
Dinner and
Labor Law Review

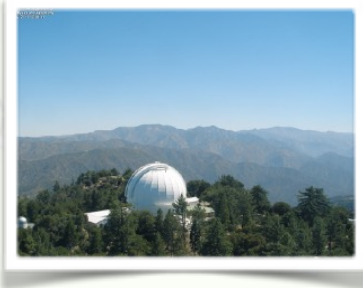
WEDNESDAY, AUGUST 2: MT. WILSON OBSERVATORY

Time: 4:00pm to 9:30PM; Stargazing until midnight

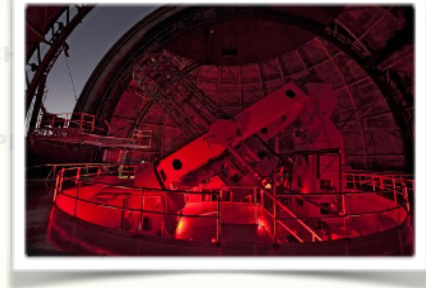
Attendees: ALL Staff and Families are welcome. Please note that children under 10 will require a close eye from parents or guardians given the rustic conditions.

Activities

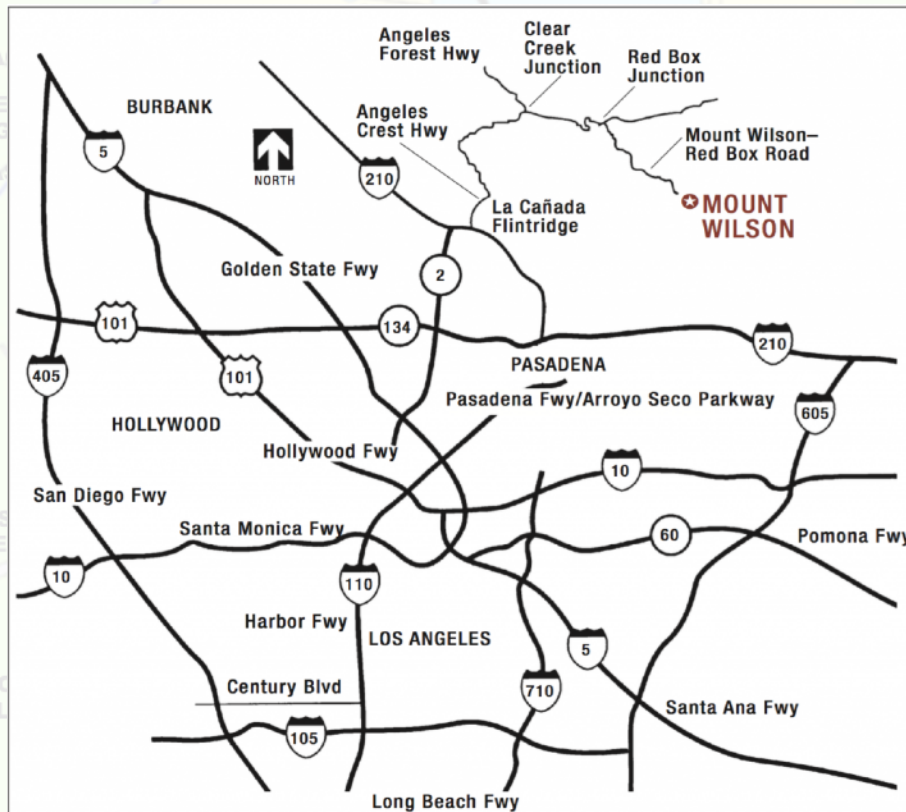
Telescope presentations



Night Sky Viewing through the 100" and 60" telescopes



How to get there...



AUGUST 3, 2017: BEST PRACTICES

On the Agenda

7:30AM-8:30AM

Breakfast

8:30AM-9:00AM

Welcome

9:00AM-9:50AM

Keynote

10:00AM- 12:00PM

Session 1

12:00PM-1:00PM

Lunch

1:00PM-3:00PM

Session 2

NORMS

- Begin and End on Time
- Positive Thinking, Open mind
- Assume the Best Intent
- Low Tech, High Engagement

SESSION OUTCOMES

- Understand the mission, vision and values of MPS Schools and Community
- Learn and apply instructional strategies and practices that support student achievement.

All Staff Welcome

Please Welcome
our
Guest Speaker

Ref Rodriguez

Dr. Ref Rodriguez grew up in Cypress Park and is the first of five children of Mexican immigrants to graduate from college. He co-founded the Partnerships to Uplift Communities, a non-profit charter school organization consisting of 16 public schools that currently serve the communities of Northeast Los Angeles and the Northeast San Fernando Valley. His original inspiration for starting a charter school was to offer high quality learning experiences for youth in the predominantly Latino working class community where he grew up.



Dr. Rodriguez is a social entrepreneur who continuously looks for ways to

support talented leaders of color in education. In 2009, he helped launch Partners for Developing Futures, a social investment fund dedicated to investing in leaders of color to start and grow high performing charter schools. This work led to the development of a school leader preparation and mentoring program, "Leadership for Excellence, Accountability & Diversity" (LEAD). LEAD is focused on preparing and mentoring highly effective and diverse school leaders in charter, district-operated, and catholic parochial schools serving traditionally underserved youth.

In addition, Dr. Rodriguez is a lecturer at his alma mater, Loyola Marymount University, and was appointed by Governor Jerry Brown to the California Commission on Teacher Credentialing in 2013. On July 6, 2017, Dr. Rodriguez was elected LAUSD School Board President.

Drawing from his professional and personal experiences, Board Member Rodriguez's vision includes:

- Transforming middle schools for students and parents
- Empowering our teachers in meaningful ways
- Local control for parents, teachers, and students
- Engaging parents as the district's partners
- Providing families with high-quality school options

Board Member Rodriguez proudly serves the communities of Atwater Village, City Terrace, Eagle Rock, Echo Park, El Sereno, Glassell Park, Highland Park, Los Feliz, Mt. Washington, and Silver Lake, as well as the cities of Bell, Maywood, Vernon, Walnut Park, South Gate, Cudahy, Huntington Park, and South Los Angeles.

Don't forget to complete your surveys!

"We are what we repeatedly do. Excellence, then, is not an act but a habit"

- Aristotle

Best Practices Session Descriptions

Differentiation in the Classroom

Presenter: Dataworks Rep.

Session: 1 & 2

Room: D106

Who Should Attend: 5-12 Teachers

Description: Participants will be trained on using a strategic set of instructional practices for Differentiation and Scaffolding with:

- Before, During and After Teaching
- Lesson design to anticipation difficult areas
- Academic Engagement
- Reading, vocabulary, and language support
- Corrective feedback for 100% success
- Homework, reteach and periodic review

HR Open Forum

Session: 1 & 2

Room: D109

Who Should Attend: New Teachers

Description: On-boarding, HR Q&A

Health & Wellness (connecting the mind to the body through sports)

Presenter: Jonathan Myers & Stephen

Session: 1

Room: D110

Who Should Attend: PE teachers

Description: Participants will cover the connection of mind through body and sport. Topics will range from research based strategies on how to connect with your students through positivity to incorporating Yoga, breathing and meditation units into the classroom. The PD will also cover a review of last session as well as time and guidance to prepare for changes in the upcoming last year.

Integrated ELD

Presenter: Dr. Alma Castro

Session 1: Elementary Teachers

Session 2: 6-12 Teachers

Room: D107

Who Should Attend: Teachers that need a refreshers of Integrated ELD

Description: Participants will have an introduction to and overview of integrated and designated English Language Development across the curriculum. It will also review techniques for differentiating instruction as well as provide helpful strategies for teachers of Newcomers and Long Term English Learners.

Elementary Math

Presenter: Heather Chan

Session: 1

Room: D112

Who should attend: Elementary teachers

Description: In this session, we will apply and extend students' previous understandings of multiplication and division to divide fractions. We will use visual models to solve real-world fraction problems. Finally, we will analyze and discuss a sample Smarter Balance performance task addressing fraction division.

Math & SBAC

Presenter: Heather Chan

Session: 2

Room: D112

Who should attend: 7-12 Teachers

Description: In this session, we will work through two hands-on activities and use handheld technology to develop understanding of and to model polynomial functions. We will analyze and discuss a sample Smarter Balance performance task addressing the CCSS Standards of Mathematical Practice.

Advancing Culturally Responsive Education in MPS

Presenter: Dr. David Kirkland

Session: 1 & 2

Room: D108

Who Should attend: K-12 teachers

Description: This interactive workshop begins with two thought experiments aimed at engaging participants in the complexities of achieving culturally responsive education and the complex social and economic forces necessitating it. The goal of the workshop is to raise awareness to the effects of relevance in the lives of youth. What are the forces at play (e.g., implicit bias, peer pressure, poverty, plight) to which CRE intervenes? How might systems of bias influence how, why, and what some students learn? How might culturally responsive educators disrupt systems of bias so that youth become empowered to transform their communities, their educational destinies, and their lives? To answer these questions, the workshop is organized around three core experiences. The first experience is a 30-min simulation activity meant to characterize real world events, while becoming the basis for reflective dialogue. Following the simulation experience, participants will be invited to reflect upon and dialogue about feelings and observations, comparing the simulated experience to the actual world and its various learning contexts. The second part of the workshop will provide deep instruction in a guided sequences for CRE engagements. The workshop will attempt to move participants closer to more relevant and restorative educational practices capable of advancing justice and positive youth outcomes with real and concrete structural solutions for teachers at Magnolia Public Schools.

Best Practices Session Descriptions Continued

Succeed with Evidence-Based Writing: Claim it! Cite it! Cement it!

Presenter: Author Alan Sitomer

Session: 1 **Room:** D113

Who Should Attend: 3-12 teachers & College Advisors

Description: Tap the power of research-based writing instruction that has proven to be particularly effective with underperforming students. Attendees will learn how to implement the core principles of Triple C Writing (Claim It! Cite it! Cement it!) in order to raise skills, build engagement, and make significant and lasting gains that directly translate to elevated performance on summative writing assessments. When student writers can compose cogent, crisp, grammatically correct responses to on-demand prompts, it's a skill that not only lasts a lifetime but directly translates to amplified academic achievement. Writing is both an art and science; in this session, you'll learn the tools for both.

IEP Writing Workshop

Presenters: Sharee Lear and Victoria Marzouk

Session: 2

Room: D113

Who: ALL SPED teachers

Description: SPED teachers will participate in an IEP writing workshop

Creative Choice in the Classroom: Using TEAL to Create Arts Integration Lesson Activities.

Presenter: Andrew Grueschow

Session: 1 **Room:** E103

Who should attend: Teachers and Administrators interested in Music Education with a focus on foundational building and sequential articulation at MPS.

What to bring: percussion instrument (optional)

Description: Participants will learn different techniques to engage students in powerful and creative activities for teacher without prior musical training or proficiency.

Learning objectives for this session:

- Introduce participants to the meaning, practice, and instructional benefits of arts integration
- Familiarize participants with the TEAL online modules and the TEAL approach to arts integration
- Connect the fun and excitement of learning in the arts with achieving measurable learning outcomes that align with the VAPA Framework and Common Core State Standards
- Increase participant's level of comfort and confidence in implementing arts-integrated lessons
- Access a repository of resources for professional learning, support, and strategies related to arts integration
- Facilitate a professional learning community for arts integration using online communication, networking, and webinars
- *Provide highly interactive and kinesthetic experience that integrates music, dance, and English Language Arts learning.*

Blended Learning

Presenter: Dr. Mahya Babaie

Session: 1 & 2 **Room:** E101

Who Should Attend: 5-12 Teachers

Description: The goal of this presentation is to utilize Google Apps For Education core services to implement blended learning program that combines online digital tools/media with traditional science classroom methods.

Office Managers PD

Presenter: Lydiette Vega

Session: 1 & 2

Room: E102

Who Should Attend: Office Managers

Art Leads

Presenter: Peggy Burt & Ismael Soto

Session: 2 **Room:** E103

Who Should Attend: anyone

Description: Participants should bring laptop or tablet. Invited session for Magnolia Science Academy - Art Leads to begin the work of the Strategic Arts Plan to roll out in the 2017-18 academic school year. Arts Lead will create a robust framework for sharing best practices across the organization and serve as a professional learning community around arts and arts integration in MPS.

Finance Dept. Open Forum

Session: 1 & 2

Room: E106

Who Should Attend: New Teachers

Description: Coolsis Q & A

Naviance Curriculum for SSR

Presenter: Brad Blakemore, Hobsons Inc.

Session: 1 (Admin)

Session: 2 (SSR Teachers)

Room: E107

Description: Participants will receive training on the Naviance program and how to utilize during SSR.

Know your rights

Presenter: OC Dept. & Caracen

Session: 1

Room: E105

Who should Attend:

Description: What educators need to know in order to protect and educate our immigrant communities given the uncertain times.

AUGUST 4, 2017: THE WHOLE STUDENT

On the Agenda

7:30AM-8:30AM

Breakfast

8:30AM-9:00AM

Welcome

9:00AM-9:50AM

Keynote

10:00AM- 12:00PM

Session 1

12:00PM-1:00PM

Lunch

1:00PM-3:00PM

Session 2

All Staff Welcome

Please Welcome

our

Guest Speaker

Dr. Gail Thompson

Dr. Gail Thompson, an Illuminate Education Equity and PD Expert, has authored numerous books, including the award-nominated *The Power of One:*

How You Can Help or Harm African American Students; the critically acclaimed *Through Ebony Eyes: What Teachers Need to Know but are Afraid to Ask About*

African American Students; and Up Where We Belong: Helping African American

and Latino Students Rise in School and in Life. She is the former Fayetteville State University “Wells Fargo Endowed Professor of Education,” former Director of the Black Men Teaching Program, former member of the California State Board of

Education’s “African American Advisory Committee,” author of many articles, and has appeared on numerous television and radio programs.



NORMS

- Begin and End on Time
- Positive Thinking, Open mind
- Assume the Best Intent
- Low Tech, High Engagement

SESSION OUTCOMES

- Learn and apply instructional strategies and practices that support the socio-emotional, non-cognitive, and behavioral development of all learners.



Don't forget to fill out your surveys!

The Whole Child Student Descriptions

Drug Prevention: Signs and Symptoms

Presenter: Sandy Logan, Prevention Coordinator from the National Council on Alcoholism and Drug Dependence of the San Fernando Valley
Session: 1 Room: D106
 Description: What to look for and how you can help

Psychological First Aid and Trauma Teaching Strategies

Presenters: Lakisha Johnson, Mental Health Support for LAUSD Charter Operated Programs & Terry Bourdages
Session: 1 Room: D107
 Description: Participants will learn informed teaching strategies. 1 out of every 4 children is exposed to a traumatic event. How can teachers support social and emotional learning to lessen the impact of trauma?

From Student Support Teams to Student Support and Progress Teams

Presenter: Shares Lear, SPED Regional Coordinator and Resource Specialist MSA-7
Session: 1 Room: D108
 Description: Forming student success and progress monitoring teams

Restorative Practices for Discipline

Presenter: Edward Gorton, One Hand Up LLC
Session: 1 (Part 1) Room: D109
Session: 2 (Part 2) Room: D109
 Description: Coordinators and Reflection Committees, Part 1

Social Emotional Development

Presenter: Rachel Facio, LMFT Aspire Therapeutic Services
Session: 1 & 2 Room: D110
 Description: Participants will learn how to build healthy, positive, relationships with your students.

Mental Health Crisis

Presenter: Chante Rogers, EdLogical Group
Session: 1 Room: D111
 Description: How to support students when they are experiencing bullying and/or self-harm

SPED Laws and Due Process

Presenter: Larry Brunson, Edlogical Group
Session: 1 Room: D112
 Description: Participants will receive updates on SPED Laws and review the role of administrators in IEP's.

Naviance Curriculum for SSR

Presenter: Brad Blakemore, Hobsons Inc.
Session: 1 & 2 Room: D113
For: College Advisors
 Description: Participants will receive training on the Naviance program and how to utilize during SSR.

EL Coordinators Collaboration

Presenter: Nicole Vasquez, MPS EL Coordinator
Session: 1 Room: D114
 Description: Participants will receive updates and revisions.

Open Forums HR Dept.

Presenter: Orecille Revish
Session: 1 & 2 Room: E104

Drug Prevention: New Laws and Regulations

Presenter: Sandy Logan, Prevention Coordinator from the National Council on Alcoholism and Drug Dependence of the San Fernando Valley
Session: 2 Room: D106
 Description: New Laws and regulations governing youth drug use. What can schools do to prevent drug use on campus?

Verbal De-Escalation

Presenter: Jackie Mora, Program Specialist for LAUSD's Charter Operated Programs
Session: 2 Room: D107
 Description: How to prevent minor incidences from turning into major blow-ups.

ELA and Math Intervention

Presenter: Chelsi Bisbey and Kristina Herman, RTI Coordinators at MSA-1
Session: 2 Room: D108
 Description: Data Monitoring and teaching strategies for power classes.

Paraprofessionals

Presenter: Chante Rogers, EdLogical Group
Session: 2 Room: D111
 Description: What's your role in the classroom?

Disciplining Sped students

Presenter: Larry Brunson, EdLogical Group
Session: 2 Room: D112
 Description: Participants will learn the laws and procedures when disciplining Sped students

The Whole Student Session Descriptions

Teaching the Gifted Student

Presenter: Meagan Alonso

Session: 2 **Room:** D114

Description: K-6 teachers

Kinder through sixth grade teachers will learn strategies for addressing the learning needs of gifted students and how to differentiate lessons in order to provide enrichment. Different formats for providing a GATE program at your school will also be discussed.

Session 1: Equity and Equality: Interactive discussion carried over from keynote

Session 2: The Power of One: How *You* Can Become a Turnaround Educator of African American, Latino, & Low-Income Students

Room: E106 **Presenter:** Dr. Gail Thompson

Description: This session is designed to provide teachers, school, and district leaders with stories, strategies, and research that will empower them to work more effectively with African American, Latino, and low-income students, and their parents or guardians. These tools include accomplishing the necessary “mindset work” that is often absent from traditional professional development workshops, and relationship-building, effective instructional, and classroom management strategies.

MPS IT Department presentation on Google Classroom, Chromebooks, GoGuardian, and Security best practices

Presenter: IT Specialists

Session: 1 **Room:** E105

Description: Everything the teachers need for the academic success with 1:1 Chromebooks. The IT Managers from MSA-1, MSA-2, and MSA-8 will present on the best practices on managing the classroom with Goguardian, Google Classroom and Chromebooks usage. The security essentials will be also presented in this session.

Finance Dept.

Presenter: Finance

Session: 1 & 2 **Room:** E107

Description: Participants will have the opportunity to ask questions they may have and discuss any issues with the Depts.



Shandrea Daniel, Principal at MSA-3, for hosting our Leadership Professional Development this year

Jason Hernandez, Principal at MSA-8, for graciously hosting our district-wide Professional Development this year again.



Edlogical for sponsoring Breakfast and Lunch on August 1st



Preferred Meals for Sponsoring us!



for sponsoring us!

Riders Express for sponsoring Breakfast on August 3rd

MPS CHANGE AGENTS

August 2017



MPS
Change Agents

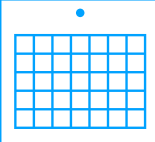
The Week of August 7, 2017

Meet Our New Math Coach



Traci Lewin started with Magnolia in September 2011 as a Math Teacher at MSA-Bell. She taught 8th grade Algebra I and 8th Grade Common Core Mathematics. In Spring of 2015, Traci transitioned into the role of Dean of Academics at MSA-Bell.

Before entering the education world, Traci worked in the HR, Payroll and Financial fields. Due to this background, she believes it is vital to incorporate real world scenarios into students' learning environments. She holds a Bachelor of Science Degree in Business Administration from University of Phoenix and a Master of Arts in Education and Single Subject Teaching Credential in Mathematics from Claremont Graduate University.



Save the Date!
 Monthly Meetings



Dean of Academics
 September 7, 2017



Principals
 September 21, 2017



Board Meetings
 September 14, 2017

Schedule and Messages from Members of the Academic Team

This Week's Schedule August 7, 2017

Monday

Home Office: Academic Team
MSA-SA: Erdinc

Tuesday

Home Office: Academic Team
Valley: Victoria
MSA-1, 2, 7: Nicole
MSA- 6: Traci
MSA-3: Ishmail

Wednesday

Home Office: Academic Team

Thursday

Home Office: Academic Team
Valley: Ishmail
MSA-SA: David
MSA-4 & 6: Nicole
Out of the Office: Victoria (CPI Training)

Friday

Home Office: Academic Team
Valley: Victoria, Ishmail, Traci
MSA-SA: David, Nicole

A message from the Chief Academic Officer

Summer In-Service Survey

- At least 90% of teachers rated the Professional Development sessions a "5" (Strongly Agree) for the following:
- This session improved my knowledge/ mastery of the topic
 - I will be able to apply the concepts of this session to improve the performance/ operation of my school.

Trending Feedback we will consider for the next PD

- STEAM Integration Sessions
- Time for collaboration across subject matters such as SPED and General Education
- Have the day end at 2:30PM
- Shorter Sessions to 50 minutes to allow time for more options
- Sessions to include: Digital Citizenship, and World Languages.

1,169

Students attended Summer School this year. Congrats!

Summer School Feedback

We want to know what your experience was this year. Please let us know your thoughts, suggestions and ideas. Please follow the link to take the survey: <https://goo.gl/forms/cHZ0qZ3LrthsFntu2>

Regional Trainings

Please be advised that the Regional Curriculum Trainings will consist of webinars. Please follow the links below.

McGraw Hill: https://docs.google.com/a/magnoliapublicschools.org/document/d/1mhGZf2DLE1pJrIzEHrvf_Kwfx3WjJQoIKrh_q911aI/edit?usp=sharing

MyOn: <https://docs.google.com/a/magnoliapublicschools.org/document/d/1dI0j1YFDB81NTYgsmQKUe6iBGBUma99E6MoIJNGfQrM/edit?usp=sharing>

Reminders from the Chief Accountability Officer

Principals:

- Update your tasks list on the Accountability sheet for July.
- Ask your teachers to fill out their self-assessment for the 2017-18 school year in TeachBoost.
- Work on your School Goals for 2017-18. (The poster) We will ask you to present your school goals, as well as your personal goals, at the first monthly meeting at the Home Office.
- MSA-1-2-3: LACOE's deadline for document submission is August 11.

An Announcement from the Data Manager & SIS Coordinator



Announcements

- Coolsis Fall Semester setup: Fall semester setup should be completed by Friday. I already emailed a guiding documents to Dean of Academics last week.

Lydiett also emailed office managers a list of tasks that need to be completed. Deans and Office managers have to communicate before setting Fall as default term. Please let me know if you have any question or assistance.

- Coolsis training for new teachers: There has to be a Coolsis training for newly hired teachers. I am available this Thursday and Friday. It can be arranged by cluster. Let me know.

- MyOn, Naviance, Illuminate: I am waiting for Coolsis Fall semester to be setup and then I will upload updated student rosters on their servers.

- MAP testing: Fall MAP testing is scheduled to start on Aug 28. I will update student rosters on MAP server starting Aug 21 (and will be done by Aug 25). So, all new students should be activated and placed in course sections by Aug 21.

Schedule and Messages from Members of the Academic Team

An Announcement from the Math Coach

Below are some Math Professional Learning Opportunities:

September 27-28, 2017: Secondary Planning for CCSS Math

Cost: \$210

Register at <http://www.livebinders.com/play/play?id=1951934#anchor>

October 24, 2017: Math Field Day Workshop

Cost: \$ 75

Register at <http://www.livebinders.com/play/play?id=1951934#anchor>

December 13-14, 2017: Elementary Planning for CCSS Math

Cost: \$210

Register at <http://www.livebinders.com/play/play?id=1951934#anchor>

An Announcement from the Director of Special Programs

Below are articles that the Director of Special Programs:

[http://time.com/magazine/us/4547305/](http://time.com/magazine/us/4547305/november-7th-2016-vol-188-no-19-u-s/)

[november-7th-2016-vol-188-no-19-u-s/](http://time.com/magazine/us/4547305/november-7th-2016-vol-188-no-19-u-s/)

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=1EYwgu369Jw)

[v=1EYwgu369Jw](https://www.youtube.com/watch?v=1EYwgu369Jw)

[http://www.cnn.com/2015/10/05/health/](http://www.cnn.com/2015/10/05/health/being-13-teens-social-media-study/index.html)

[being-13-teens-social-media-study/index.html](http://www.cnn.com/2015/10/05/health/being-13-teens-social-media-study/index.html)

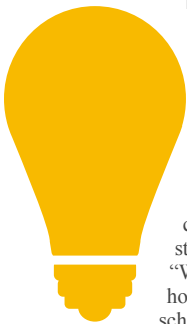
An Announcement from the EL Consortium Coordinator

Below are some ELD Professional Learning Opportunities:

<https://docs.google.com/spreadsheets/d/1HUtryhCzhx96LWevb7h8iDoWiYNQ3WEgZ8qWgbgFStw/edit#gid=0>

Announcements/Resources:

- ELA and ELD teachers should attend the Basic Training and Designated ELD webinars for Study Sync: <http://www.studysync.com/our-company/attend-a-webinar/>
- All teachers should print the standards relevant to their grade level—CA ELD Standards: <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>



National Alliance Statement on the NAACP's Education Report Washington, D.C.—The National Alliance for Public Charter Schools President and CEO Nina Rees has released the following statement in response to the NAACP's education report:

“Charter school advocates are believers in the life-changing power of public education, and we believe there’s no single way to educate our nation’s public school students. We don’t believe every school needs to look like all the others, and we think it’s healthy for people who believe in public education to hold different points of view. We don’t think it’s productive, however, to stoke dissent where there’s fundamental agreement.

“We’re glad to see the NAACP acknowledge charter schools’ value. For a long time, charter school leaders have been saying much of what the NAACP is saying in its new education report. In too many places in America, public schools that serve students of color—district-run and charter schools—are inequitably and inadequately funded relative to schools serving more affluent, white students. That’s unfair. It limits students’ opportunities, it holds back our society, and it must change.

“We also agree with the NAACP that whoever oversees a public school should take that responsibility seriously, have the highest expectations and hold educators in the school accountable for doing their No. 1 job: educating students. For district schools, oversight responsibility lies with the school board, typically. Too many school boards have looked the other way while generations of students have been failed by low-performing public schools. For public charter schools, their authorizer could be a school board or another entity charged with ensuring quality and fiscal responsibility. In general, charter schools are held fully accountable by their authorizers and the families they serve.

“What the NAACP’s policy resolution and report both fail to acknowledge is that Black parents are demanding more and better public-school options. In a [nationally representative survey](#), 82 percent of Black parents favored allowing parents to choose their child’s public school. The families of more than 800,000 Black students have chosen charter schools, which now serve a higher percentage of Black students than district schools do. Last fall, thousands of parents [signed a letter](#) to the NAACP that affirmed their support of public charter schools. Hundreds turned out at the various hearings the NAACP held over the last 10 months to develop their report. Unfortunately, few were allowed to speak.

“Public charter schools are working for Black students. The 2015 CREDO [Urban Charter Schools Report](#) on students in 41 urban regions across the country found that Black charter school students gained 36 days of learning in math and 26 in reading over their non-charter school peers. For Black students in poverty, gains were even more substantial: 59 days in math and 44 in reading.

“In communities where public schools have underserved families for generations, the best charter schools are showing something better is possible. The NAACP has always pushed for better, and we invite the organization to lock arms with us as believers in public education. Charter schools alone cannot right all wrongs in our nation’s education system, just as they should not be exclusively blamed for them. As the report says, quoting charter school leader Cristina de Jesus, ‘A bad school is our common enemy.’”

About Charter Public Schools

Charter public schools are independent, public, and tuition-free schools that are given the freedom to be more innovative while being held accountable for advancing student achievement. Since 2010, many research studies have found that students in charter schools do better in school than their traditional school peers. For example, one study by the Center for Research on Education Outcomes at Stanford University found that charter schools do a better job teaching low income students, minority students, and students who are still learning English than traditional schools. Separate studies by the Center on Reinventing Public Education and Mathematica Policy Research have found that charter school students are more likely to graduate from high school, go on to college, stay in college and have higher earnings in early adulthood.

About the National Alliance for Public Charter Schools

The National Alliance for Public Charter Schools is the leading national nonprofit organization committed to advancing the public charter school movement. Our mission is to lead public education to unprecedented levels of academic achievement by fostering a strong charter sector. For more information, please visit www.publiccharters.org.

Professional Development|Opportunities| Resources| Links



Recommended Reads

[5 Powerful Questions Teachers Can Ask Students](#)

[Can Equity Be Taught?](#)

[8 Tips for Teaching With Mentor Texts](#)

[Not Just Group Work— Productive Group Work!](#)

[Connections, Not Consequences](#)

[Music as a Teaching Tool](#)

[Supporting Kids Through Times of Change](#)



Featured Article

Excerpt from our featured article *"Cultivating a Growth Mindset with Educational Technology"*

Elizabeth Kazakoff, PhD, Senior Researcher
Alison Mitchell, PhD, NCSP, Director of Assessment

In education, the goal is not only to supply students with skills and knowledge, but also to foster the ability to problem-solve and take on challenges, so that students are prepared to tackle issues they face outside of school. Decades of research have demonstrated that a student's mindset is a critical factor that impacts how comfortable and motivated they are when posed with a new or difficult problem to solve. Specifically, students who possess a growth mindset are more motivated to learn and take on more challenges compared to students with fixed mindsets (Blackwell, Trzesniewski, & Dweck, 2007). Given this research, many educators have been incorporating growth mindset strategies into their interactions with students in their classrooms for a number of years. Yet, despite the growing use of educational technology in the classroom, there has been little focus on the role of these tools in shaping a student's approach to learning. This paper explores what it means to have a growth mindset and how supporting this perspective in students can be enhanced in the context of educational technology.

Want to read more? Follow the link below: <https://drive.google.com/a/magnoliapublicschools.org/file/d/0B1Btw6cWSHqRam4yenRlhmU1dHJla0J0TTBKcThZdHFPTlhv/view?usp=sharing>



Co-Teaching Smart Seminar

Date: September 22, 2017

Location: Courtyard Marriott Oxnard-Ventura

Address: 600 Esplanade Dr., Oxnard, CA 93036

SEMINAR FOCUS

- Strategies to build relationships, maximize communication, and discover the roles and responsibilities of each co-teacher
- Maximize instructional time with proactive planning for specially designed instruction integrating the co-teaching approaches to individualize instruction
- Achievement for all learners (students and teachers) through successful implementation and maintenance of this service delivery model
- Resources to create a highly engaged inclusive classroom to support all learners
- Toolkit of the best strategies, tips and techniques for instructional processes, reflection and assessment of your co-teaching model that can be used immediately in your inclusive classroom

Co-Teaching Teams are encouraged to attend!

To Register, please follow the link: <https://www.eventbrite.com/e/fall-2017-co-teach-smart-seminar-registration-35061163885>



STEAM



California Statewide Rollout #4 with a focus on the newly adopted California Science Curriculum Framework will take place at UC Riverside.

Date: August 22 & 23, 2017

Cost: \$250

(includes all materials continental breakfast and lunch both days)

To Register or more info contact:
Amy Kennedy: akennedy@sjcoe.net
Phone #: 209.468-902.



Illuminate

Free Webinars

- 8/3 8/10, 8/17 (ISD The ABC's of CTE)
- 8/14 (DnA) [Introduction and Basic Navigation](#)
- [MORE](#) (CALPADS, Attendance, Report Cards, ISI Rollover)

In-Person Training

- Early Literacy Assessment & Analysis
- NorCal CALPADS Workshops
- SoCal CALPADS Workshops
- BI Tool Workshop
- Rethinking Accountability
- Elementary Report Card Training, SoCal
- Grading for Learning

To register to any training above, please follow the link: <https://www.illuminateed.com/resources/training/>



Online CSEST Courses and Workshops



Free Online CSET Courses/Workshops for Single Subject Mathematics and Science

For additional information on the FREE CSET courses, please contact Dr. Carol Fry Bohlin at carolb@csufresno.edu

This summer and fall, MSTI-Fresno State (<http://bit.ly/MSTI-Fresno>) will be offering **free, interactive, online reviews** of the content assessed on the **Single Subject science and mathematics CSET subtests** in partnership with StudentNest.com. Information can be downloaded from <http://bit.ly/MSTI2017SummerFall>

Reminder: Beginning on Monday, 7 August 2017, NGSS-aligned versions of the CSET: Multiple Subject Subtest II (mathematics and science) and [Single Subject] CSET Science subtests will be administered. The Commission on Teacher Credentialing is expected to establish passing standards for these assessments at its October meeting.

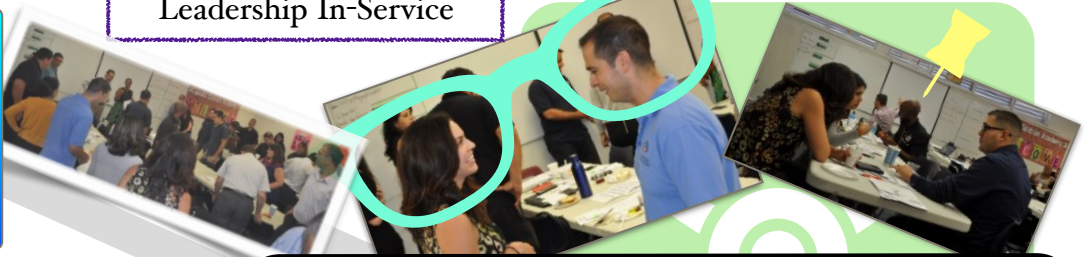
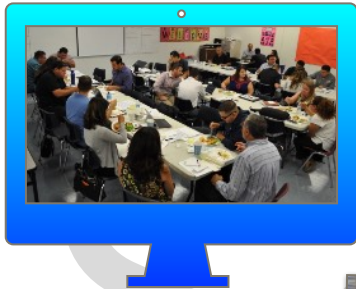
Sample preparation materials for the new CSET subtests can be found here:

- (a) Single Subject: <http://bit.ly/SS-ScienceCSET>
- (b) Multiple Subject: <http://bit.ly/MS-SciMathCSET>

MPS CHANGE AGENTS

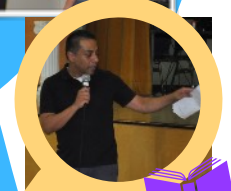
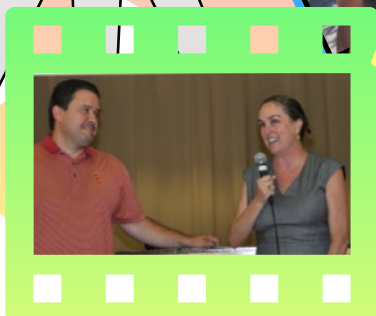
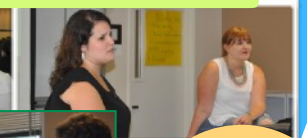
August 2017

Leadership In-Service



Thank you Shandrea and Jason for hosting us!

A Special Thank you to our sponsors: Edlogical, MyOn, Preferred Meals and Riders Express.



Summer In-Service

Cover Sheet

Enrollment Update for 2017-18

Section: IV. Information Items
Item: B. Enrollment Update for 2017-18
Purpose: Discuss
Submitted by:
Related Material: IV B Enrollment Update.pdf

BACKGROUND:
Item coming over the weekend.



Board Agenda Item #	Agenda #IV B
Date:	August 10, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Alfredo, Chief External Officer
RE:	Enrollment Numbers for 17-18'

Proposed Board Recommendation

Information item, no actions required.

Background

2017-18 Enrollment Update (8/04/17)

The home office has been working with the schools to meet targeted enrollment numbers in preparation for the 17-18' school year. These enrollment figures are based on completed enrollment packets received and "Intent to return" forms submitted by parents who have committed to come back for the 17-18' school year. We will continue to monitor and support all schools to reach and exceed their enrollment numbers in order to maximize the funding all school communities have accessible for our students and families.

Budget Implications

- These enrollment numbers and future projections were used to calculate the 2017-18 preliminary budget for all of MPS.

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

- Final enrollment figures on census day (October 18') will determine funding for all of MPS for the 17-18' school year.

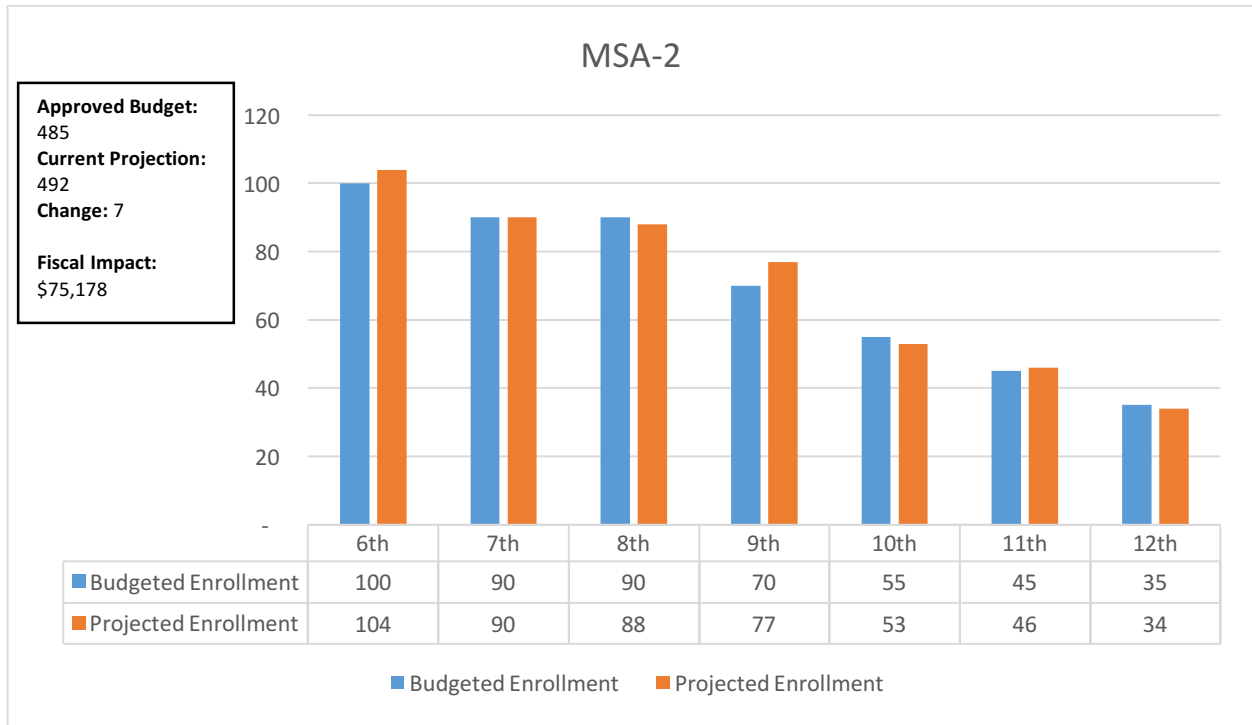
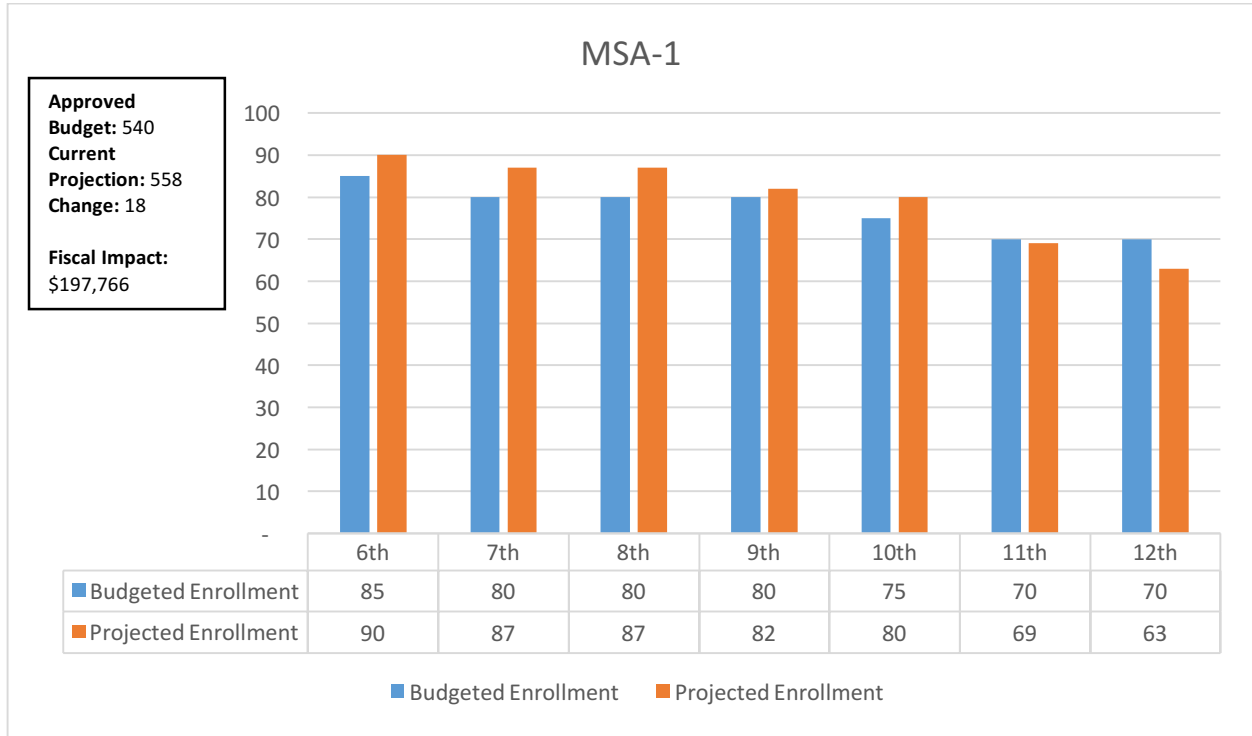
Name of Staff Originator:

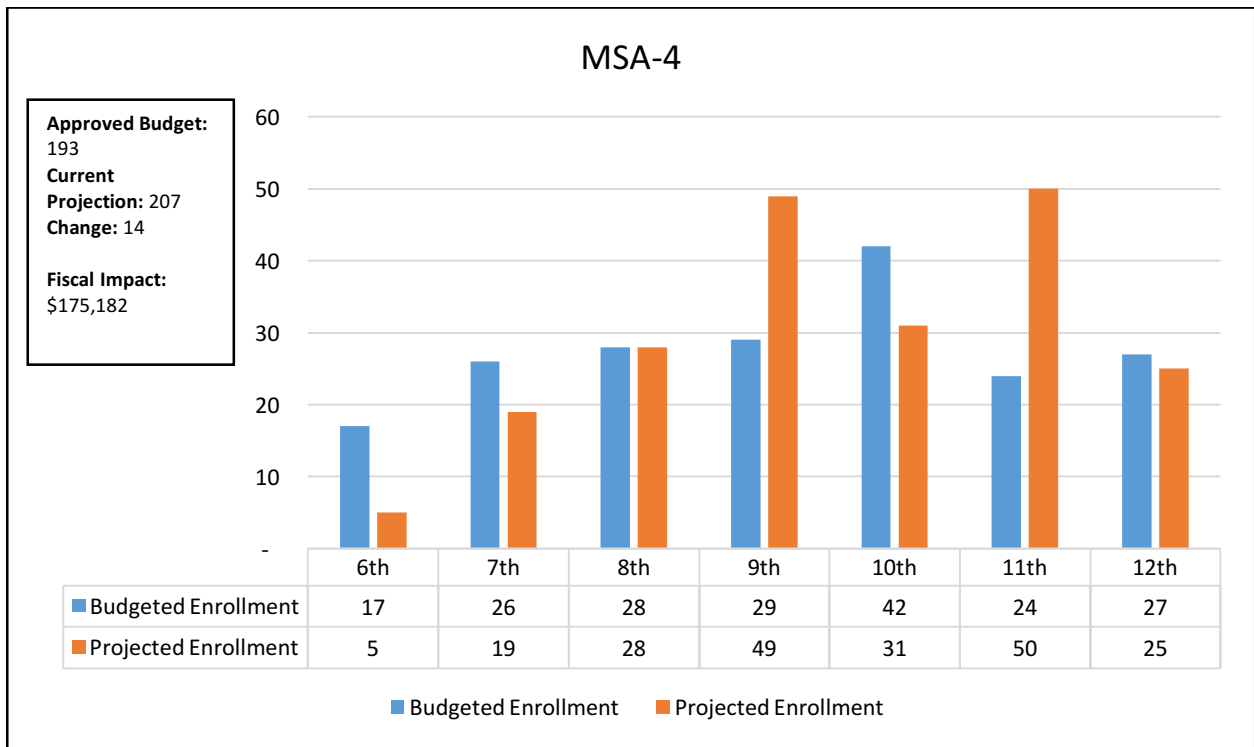
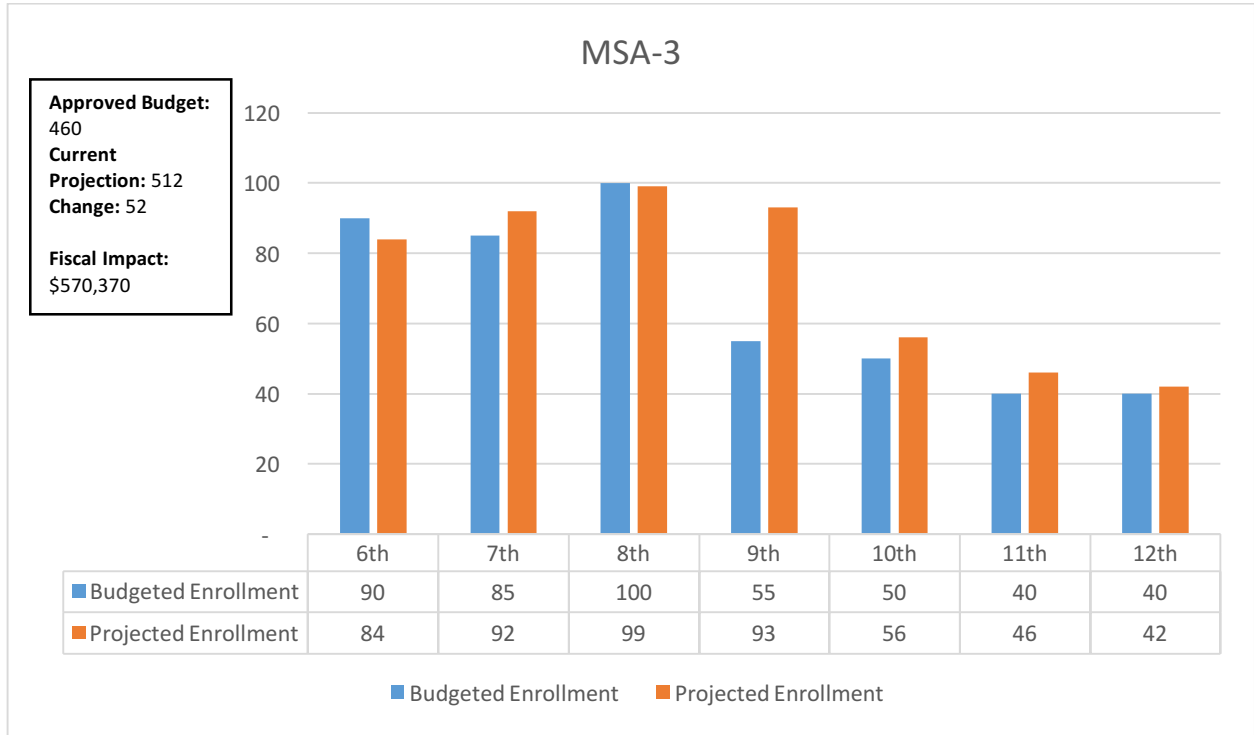
Alfredo Rubalcava, Chief External Officer

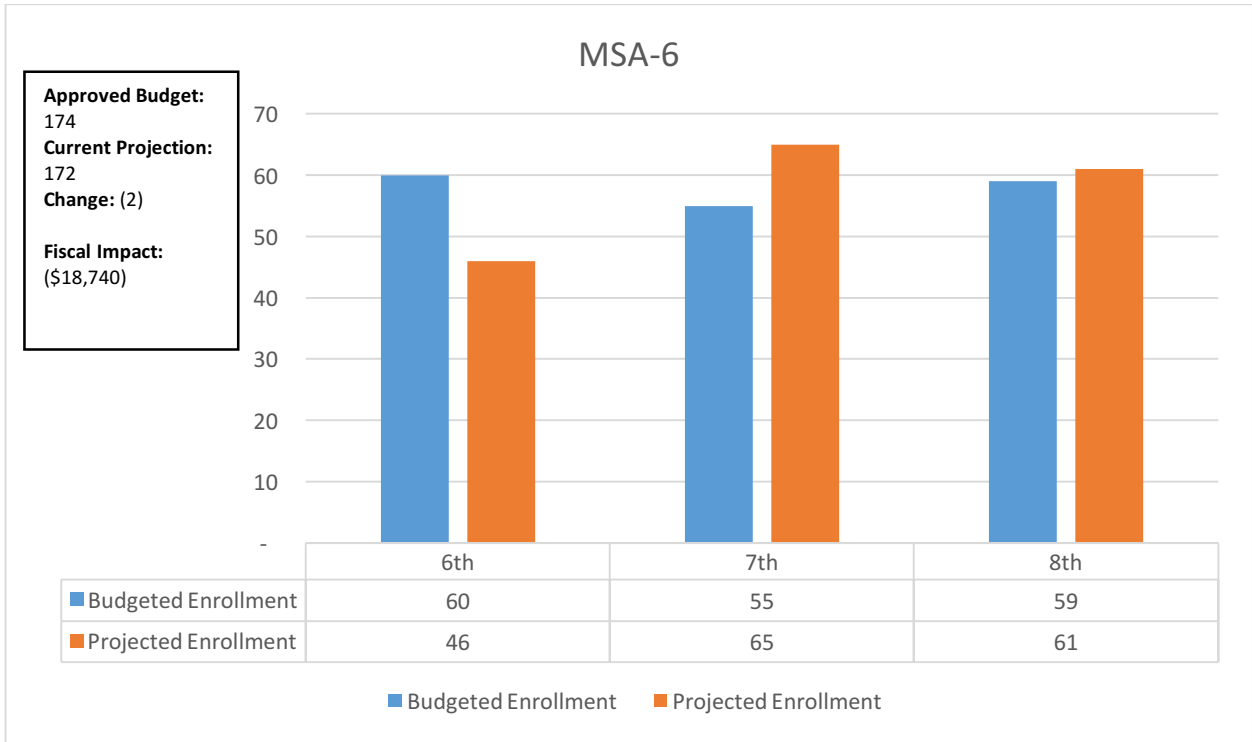
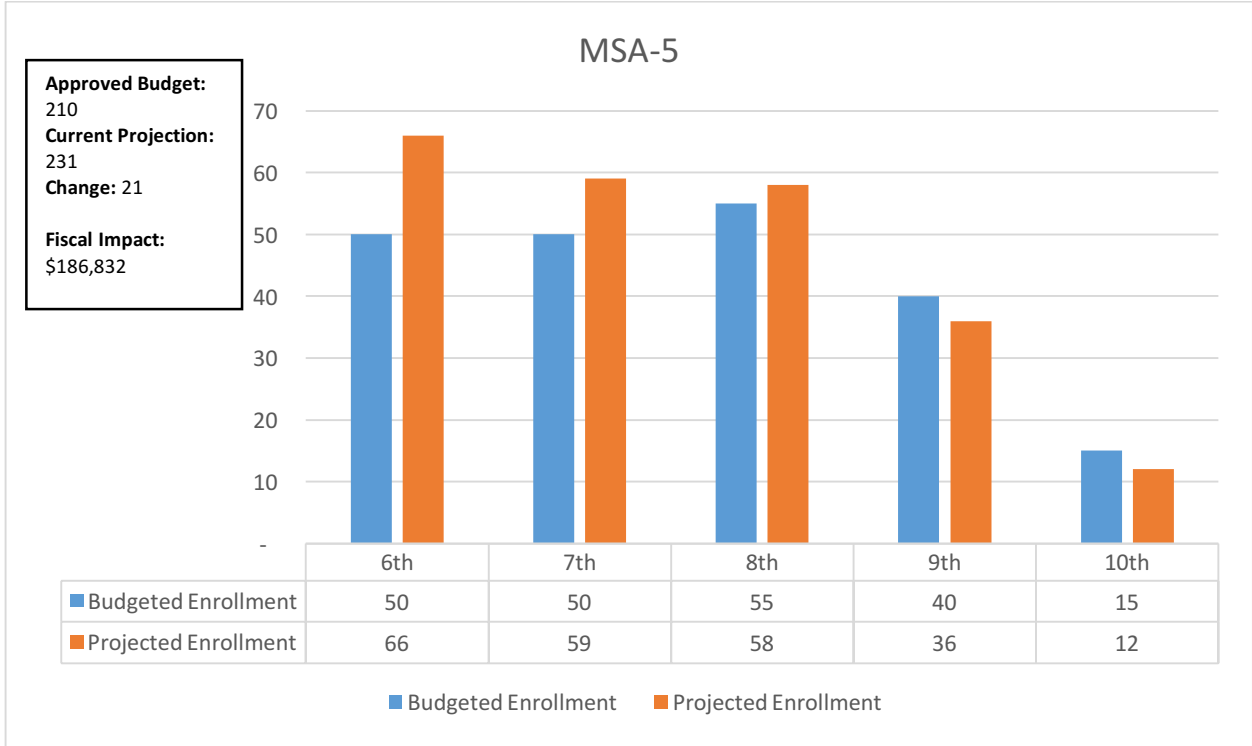
Exhibits (attachments):

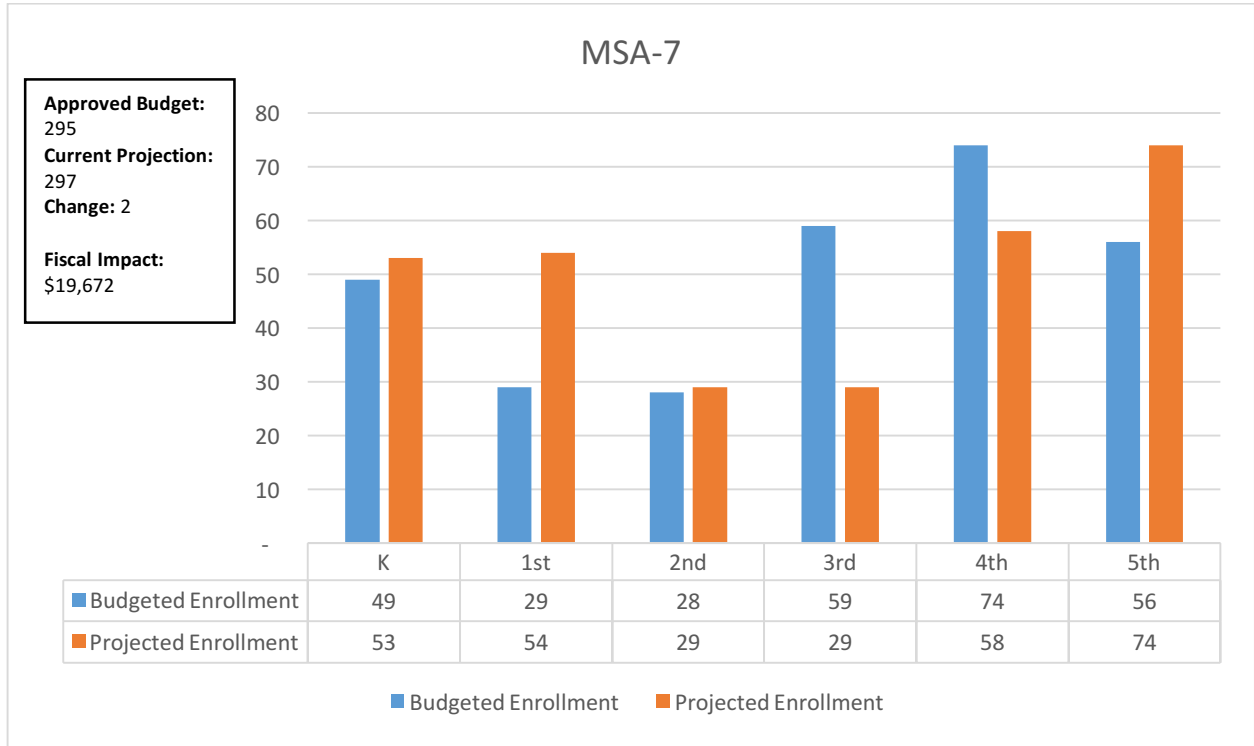
17-18' Enrollment documents.

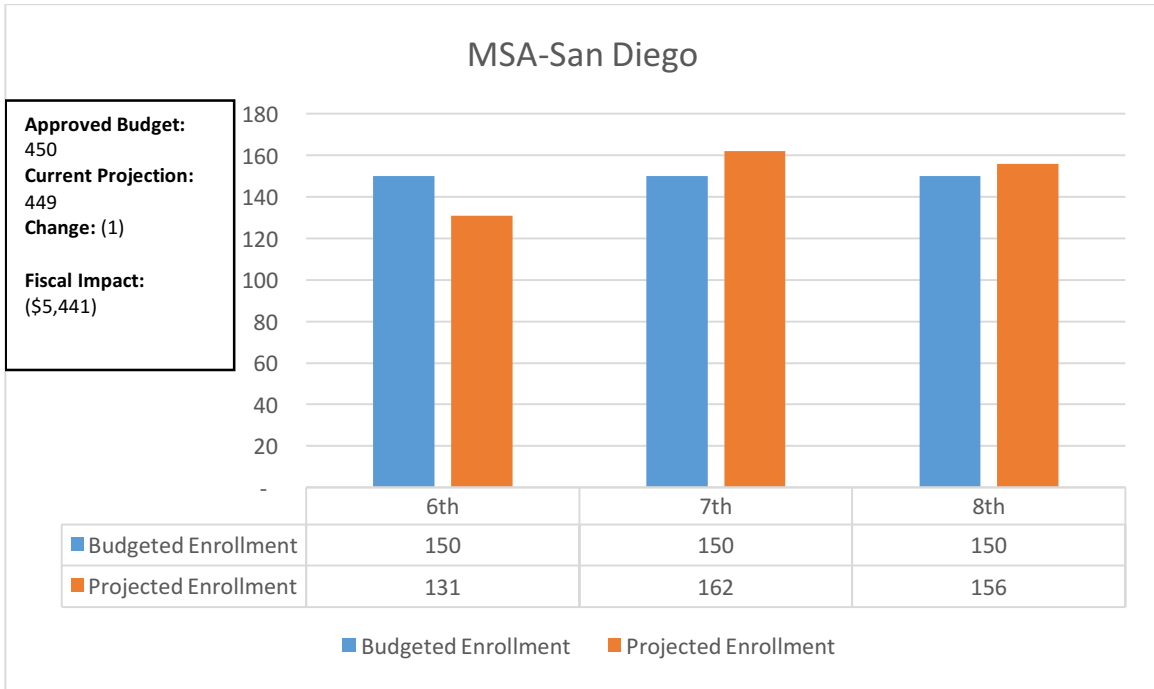
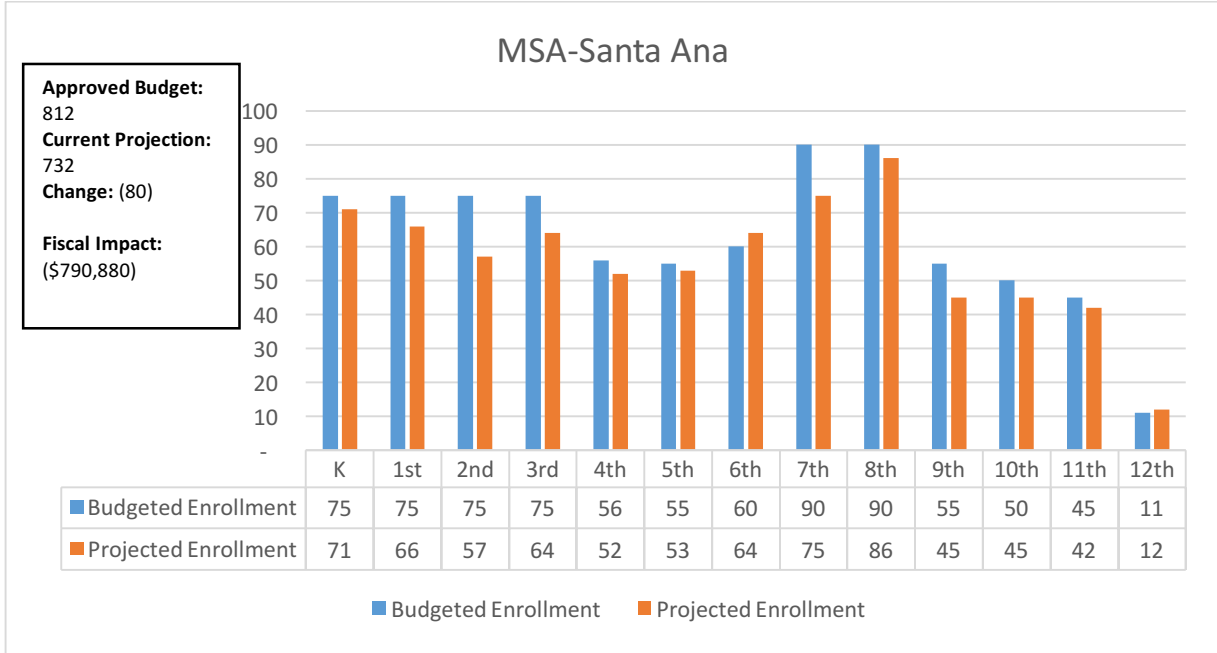
Enrollments as of August 4, 2017











Cover Sheet

Finance Update- June 2017 Financials

Section: IV. Information Items
Item: C. Finance Update- June 2017 Financials
Purpose: Discuss
Submitted by:

BACKGROUND:

Verbal update will be given, financials are not finalized due to year end data.

Cover Sheet

Approval of Employment Agreement for CEO/ Superintendent

Section: VI. Open Session Discussion/Action Item:
Item: A. Approval of Employment Agreement for CEO/Superintendent
Purpose: Vote
Submitted by:
Related Material: VI A CEO Contract Renewal.pdf



Board Agenda Item #	Agenda # VI. A
Date:	August 10, 2017
To:	Magnolia Board of Directors
From:	Dr. Saken Sherkhanov, Board Chair
Staff Lead:	Jerry Simmons, YMC Legal Counsel
RE:	Renewal of CEO and Superintendent

Proposed Board Recommendation

I move that the board approve the renewal of the CEO contract through 2017-18.

Background

The CEO contract was extended through August 31, 2017 through mutual agreement. The ad hoc committee met to consider the renewal of the contract and recommends the attached contract be approved.

Budget Implications

It continues compensation at the current rate and conditions through the end of the fiscal year consistent with the adopted budget.

- CFO Review

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

The staff of all MSAs benefit from the effective leadership of the CEO.

Name of Staff Originator:

Jerry Simmons, YMC Legal Counsel

Attachments

Contract

FIXED TERM EMPLOYMENT AGREEMENT
Between
MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION DBA
MAGNOLIA PUBLIC SCHOOLS
& CAPRICE YOUNG, ED.D

THIS EMPLOYMENT AGREEMENT (“Agreement”) is entered into by and between the above named employee (“Employee”) and Magnolia Educational & Research Foundation dba Magnolia Public Schools (“MPS”), a California non-profit public benefit corporation, overseen by a Board of Directors (“Board”) which operates public charter schools in the State of California and desires to hire employees who will assist MPS in achieving the goals and meeting the requirements of MPS’s charter petitions, renewals and material revisions, and in implementing its purposes, policies, and procedures. The parties recognize that MPS is not governed by the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992.

WHEREAS, MPS and the Employee wish to enter into an employment relationship under the conditions set forth herein, the parties hereby agree as follows:

A. STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL EMPLOYMENT

1. MPS has been established pursuant to the California Nonprofit Public Benefit Corporation Law and operates public charter schools in California pursuant to the Charter Schools Act of 1992, Education Code section 47600, et seq.
2. The employee signing below expressly recognizes that she is being employed by MPS and not the respective authorities under which the schools operated by MPS are chartered.
3. Pursuant to Education Code section 47610, MPS must comply with all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except as specified in Education Code section 47610.
4. MPS shall be deemed the exclusive public school employer of the employees at MPS for purposes of Government Code section 3540.1.

B. EMPLOYMENT TERMS AND CONDITIONS

1. DUTIES

The Employee shall work in the position of Chief Executive Officer (“CEO”) and Superintendent. The Employee shall work at the following location: Magnolia Public Schools Central Office. The Employee will perform such duties as the Board may reasonably assign and the Employee will abide by all MPS’s policies and procedures as adopted and amended from time to time.

The CEO and Superintendent position is responsible for the academic, operational, financial and compliance success of MPS, including each of the MPS charter schools.

A copy of the job description for the above position is attached hereto and incorporated by reference herein as **Exhibit A**. These duties may be amended from time to time in the sole discretion of MPS.

Additionally, the Employee will be expected to meet and progress on the performance objectives outlined in the Board Evaluation Metrics, which are attached hereto and incorporated by reference herein as **Exhibit B**, as well as any additional objectives that the Board may reasonably assign. The Board Evaluation Metrics and any other objectives assigned will be reviewed in evaluating the Employee's performance.

2. TERM/WORK SCHEDULE

Subject to Section C, "Termination of Contract" herein, term of this position shall be one (1) year commencing on July 1, 2017 and ending June 30, 2018. In the event that the Board wishes to offer the Employee renewal of this Agreement, the Board will issue notice of its intent to renew on or before April 30, 2018. The parties agree that failure to provide notice of non-renewal will result in the Agreement lapsing per its own terms.

The CEO and Superintendent position is a full-time position exempt from overtime law. As a minimum performance requirement, the work schedule for the Employee shall be Monday through Friday, with eight daily work hours. As this position is exempt from overtime, additional duties which cannot be completed during regular work hours of the Employee, may be required to be performed outside of the anticipated work schedule, including but not limited to attendance at evening meetings, participation in evening and after hour phone conferences, and performance of any other duties remaining unmet.

Workdays for the Employee shall be consistent with the applicable calendar of workdays for this position. The current year schedule is attached hereto and incorporated by reference herein as **Exhibit C**.

The Employee will not render services in person or by electronic means, paid or otherwise, for any other person or entity during contracted work hours with MPS. During her employment, the Employee shall devote her full business time, energy and ability to the interests of MPS, shall devote best efforts thereto, and shall not engage in any other business activity that would materially interfere with the performance of her duties under this Agreement.

3. COMPENSATION

The Employee will receive a gross base annual salary of \$237, 350.16, to be paid twice monthly (\$9,889.59 per pay period), subject to all regular withholdings. The Employee's compensation may be prorated depending on whether the Employee remains employed, or in active work status, for all scheduled workdays of the position. Based upon the performance of the Employee as documented in a performance evaluation, as well as the financial stability of MPS, the Employee may be eligible to receive additional compensation in the form of a salary increase or bonus from the Board. As noted above, the Employee is exempt from overtime law and shall not be entitled to additional compensation for performing duties outside of the scheduled work year/day.

4. BENEFITS

The Employee shall be entitled to participate in designated employee benefit programs and plans established by MPS (subject to program and eligibility requirements) for the benefit of its employees, which from time to time may be amended and modified by MPS in its sole discretion. The Employee is also entitled to the following:

- Professional dues/association memberships up to \$1,000 annually paid by MPS.
- Paid time off and other related benefits are set forth in the Employee Handbook as it applies to Central Office staff.
- Continued participation in industry-related boards and activities including GLG professional council.
- Magnolia shall reimburse Young for all documented actual and necessary expenses personally incurred within the scope of employment in accordance with applicable Magnolia policy and authorization.
- In the event Young uses her personal vehicle for Magnolia business, Young will be reimbursed for mileage at the standard rate established by the Internal Revenue Service.

The Employee is expected to travel to outlying schools such as San Diego and attend meetings in Sacramento when necessary.

MPS agrees to provide the Employee with PERS or a comparable retirement plan during the term of this Agreement.

5. PERFORMANCE EVALUATION & OBJECTIVES

The Board shall evaluate the performance of the Employee at least once semi-annually. This evaluation shall be based on the job description and progress on or completion of the performance objections set forth in Exhibit B, Board Evaluation Metrics. If applicable, the evaluation shall include recommendations as to areas of improvement in all instances where the Board deems such to be necessary or appropriate. A copy of the written evaluation shall be delivered to the Employee and she shall have the right to make an oral or written response to the evaluation. Within thirty (30) days of the delivery of the written evaluation of the Employee, the Board shall meet with the Employee to discuss the evaluation.

6. FINGERPRINTING/TB CLEARANCE

Fingerprint clearance for the Employee will be acquired through submitting the Employee's fingerprints to the California Department of Justice. The Employee will be required to assume the cost of all fees related to the fingerprinting process. The Employee will be required to submit evidence from a licensed physician and/or licensed entity that the Employee was found to be free from tuberculosis risk factors, or active tuberculosis if risk factors were identified. Both clearances must be in place prior to the first day of service.

7. LICENSURE

The Employee understands that employment is contingent upon verification and maintenance of any applicable licensure and/or credentials.

8. CHILD ABUSE AND NEGLECT REPORTING.

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in her professional capacity or within the scope of her employment whom she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. By executing this Agreement, the Employee acknowledges she is a childcare custodian and is certifying that he/she has knowledge of California Penal Code section 11166 and will comply with its provisions.

9. EMPLOYEE RIGHTS

Employment rights and benefits for employment at MPS shall only be as specified in this Employment Agreement, the relevant MPS charter petition, renewal and/or material revision, the Charter Schools Act and MPS's Employee Handbook, which from time to time may be amended and modified by MPS. Other applicable agreements, directives or advisories from the California Department of Education or the State Board of Education may affect employment rights and benefits. During the term of this Agreement, the Employee shall not acquire or accrue tenure, or any employment rights with MPS.

10. IMMIGRATION LAW COMPLIANCE

The employee shall be required to submit documentation to MPS showing proof of U.S. citizenship or authorization to work in the United States.

11. PROPRIETARY INFORMATION AND INVENTIONS

The Employee understands that, while employed at MPS, she will may access to MPS's confidential and proprietary information, including but not limited to, personnel, marketing, financial operations, trade secrets, formulas, processes, and other compilations of information ("Proprietary Information"). The Employee shall not disclose any of MPS's Proprietary Information directly or indirectly or use it in any way except as reasonably necessary in the course and scope of her employment with MPS. The Employee further acknowledges and agrees that all processes, inventions, patents, copyrights, trademarks and other intangible rights that may be conceived or developed by the Employee during the period of time while employed at MPS and in exchange for compensation/as required by the Employee's job duties shall be the sole property of MPS, and the Employee hereby assigns all such rights to MPS. The Employee specifically further agrees to maintain the confidentiality of all student data and information pursuant to the Family Educational Rights and Privacy Act (FERPA) and to not take and/or disseminate any images of any of MPS's students.

12. CONFLICTS OF INTEREST/OUTSIDE PROFESSIONAL ACTIVITIES

The Employee acknowledges and understands that MPS is considered a public entity for purposes of conflict of interest laws. The Employee specifically agrees to abide by the terms and conditions of MPS's Conflict of Interest Policy, MPS's Anti-Nepotism Policy, and agrees to abide by the applicable terms and conditions of the Political Reform Act. The Employee may undertake for consideration outside professional activities, including consulting.

speaking, and writing. The outside activities shall not occur during regular work hours. MPS shall in no way be responsible for any expenses attendant to the performance of such outside activities. The Employee will undertake no activity which interferes with or impedes MPS's ability to achieve its non-profit corporate mission of providing California's traditionally underserved public school pupils and stakeholders with school choice options and excellence in academic achievement with particular emphasis on the fields of mathematics and science.

C. **TERMINATION OF CONTRACT**

This Agreement may be terminated by any of the following:

1. **Termination For Cause**: the Board may terminate The Employee at any time for cause. In addition, Employee may be disciplined (e.g. reprimand, suspension without pay) for cause during the term of this Agreement. "Cause" shall include, but is not limited to, breach of this Agreement; misconduct or dishonest behavior; conviction of a crime involving dishonesty, breach of trust, or physical or emotional harm to any person; any ground enumerated in the Employee Handbook; or the Employee's failure to satisfactorily perform his duties or performance objectives as set forth in this Agreement, as defined by law, or as specified in the above-mentioned and incorporated by reference job description.

The Board shall not terminate this Agreement pursuant to this paragraph until a written statement of the grounds of termination has first been served upon the Employee. The Employee shall have the right to a representative of his choice at a conference with the Board. The conference with the Board shall be the Employee's exclusive right to any hearing otherwise required by law.

2. **Early Termination Without Cause**: The Board may unilaterally and without cause or advance notice terminate this Agreement. In consideration of the Board's right to terminate this Agreement without cause, the Board shall pay to the Employee the remainder of his salary (based upon any remaining calendared work days) for the term of this Agreement or for a period of two (2) months following the effective date of termination, whichever is less.
3. **Death or Incapacitation of the Employee**: The death of the Employee shall terminate this Agreement and all rights entitled under this Agreement. In the event that the Employee becomes incapacitated to the extent that, in the judgment of the Board and a licensed physician, the Employee may no longer perform the essential functions of his job with reasonable accommodation, as set forth in job specifications, the Board may terminate this Agreement.
4. **Revocation/Nonrenewal**: In the event that the MPS charters with their granting agencies are either revoked or nonrenewed, this Agreement shall terminate immediately upon the effective date of the revocations/nonrenewals of the charters, and without the need for the process outlined in Section C. Subdivisions 1 or 2 above.

- D. **NON-RENEWAL/EXPIRATION OF TERM** The Board may elect not to offer future employment agreements to the Employee at its sole discretion, without cause, and this Agreement will

lapse by its own terms. The Employee shall be entitled to one (1) month's salary as severance in the case of non-renewal.

E. REQUIRED CONTRACT PROVISIONS The following provisions are required to be included in this Agreement by the California Government Code:

1. **Limitations on Cash Settlement.** In no case upon termination of this Agreement shall the maximum cash settlement exceed an amount equal to the monthly salary of the CEO/Superintendent position multiplied by twelve (12).
2. **Required Reimbursements.** The CEO and Superintendent shall be required to reimburse MPS for any salary or fees she receives from MPS in relation to her placement on paid administrative leave pending criminal charges if she is convicted of a crime involving the abuse of her office/position. Regardless of the term of this Agreement, if the Agreement is terminated, the CEO and Superintendent must reimburse MPS for any cash settlement she receives in relation to her termination if she is convicted of a crime involving the abuse of her office/position.

F. GENERAL PROVISIONS

1. **ENTIRE AGREEMENT** This Agreement supersedes any and all other Agreements, either oral or in writing, between the parties hereto with respect to the subject matter hereof, and no other Agreement, statement or promise related to the subject matter of this Agreement which is not contained in this Agreement shall be valid or binding.
2. **WAIVER** Either party to this Agreement may specifically and expressly waive, in writing, compliance by the other party thereto with any term, condition or requirements set forth in this Agreement. Either party to this Agreement may specifically and expressly waive, in writing, any breach of any term, condition or requirement of this Agreement by the other party hereto. However, in the event that either party makes or gives such a waiver, such action shall not constitute a further or continuing waiver of any preceding or succeeding breach, or requirement of compliance with, the same or any other provision or contractual requirement, unless a specific statement to the contrary is contained with such waiver. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.
3. **JURISDICTION** The parties hereby understand and agree that this Agreement, and the attachments hereto, have been negotiated and executed in the State of California and shall be governed by, and construed under, the laws of the State of California.
4. **INTERPRETATION AND OPPORTUNITY TO COUNSEL** The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel. In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein and no presumption shall arise concerning the draftsman of such provision.
5. **SEVERABILITY** If any term, provision, condition or covenant of the Agreement shall, to any extent, be held invalid or unenforceable, the remainder of the Agreement shall not be affected thereby, and each term and provision of this Agreement shall be valid and enforceable to the fullest extent provided by law.

- 6. EXECUTION OF COUNTERPARTS This Agreement may be executed in any number of
- 7. counterparts, each of which shall be deemed a duplicate original when all counterparts are executed, but all of which constitute a single instrument.

G. ACCEPTANCE OF EMPLOYMENT

SIGNATURES In witness therein, we affix our signatures to this Agreement with the full and complete understanding of the relationship between the parties hereto.

The Governing Board of and on Behalf of Magnolia Public Schools

DATED: _____

By: _____
Saken Sherkanov, Board President

Employee

DATED: _____

By: _____
Caprice Young, CEO and Superintendent

This Employment Agreement is subject to ratification and approval by the Governing Board of Magnolia Public Schools.

Exhibit A - Director Job Description

CHEIF OFFICER AND SUPERINTENDENT JOB DESCRIPTION

Job Summary: The Chief Executive Officer (“CEO”) and Superintendent is responsible for the leadership, strategic vision and growth of Magnolia Public Charter Schools and future Magnolia schools, as well as assisting the Board of Directors (“Board”) in fulfilling its responsibilities. The CEO/Superintendent provides daily operational oversight and guidance with regard to safety, academic achievement, fiscal integrity and compliance with all laws and regulations.

The primary responsibility of the CEO/Superintendent is to carry out the strategic plans and policies as established by the Board, including the academic performance and operations of the existing schools and future campuses and fiscal oversight. The CEO/Superintendent reports to the Board.

Job Duties:

- Provide the leadership, vision, and strategic direction for the school(s);
- Structure the organization of the school(s) to achieve the vision, philosophy and mission;
- Oversee all operations of the school(s) and report to the Board on their progress;
- Assist the Board in the development of governance policies for review and approval;
- Negotiate, on behalf of the Board when duly authorized to do so, all vendor and service contracts, orders, licenses, or other agreements of a special nature unless the signing is expressly limited by the Board;
- Oversee all aspects of the school(s) including personnel, financial matters, the academic program, facilities, and operations;
- Work with the Board Chair to draft the agenda for all Board meetings;
- Recommend an annual budget to the Board, including an accounting of federally-funded programs as required by applicable guidelines;
- Hire and oversee performance of charter management organization (“CMO”) staff, regional directors, and principals whose jobs are to support/lead the operations, academic performance, business, marketing and development work;
- Oversee hiring, supervision, professional development, evaluation and dismissal of all personnel at school(s) and the CMO;
- Oversee the allocation of resources and school model decisions to drive the best balance between financial, operational, and academic concerns;
- Develop an overall human capital strategy and establish career paths within the CMO;
- Build a high performing, consistent data-driven culture at the CMO at all levels of its operations;
- Drive increased performance in the current school(s) and further refine the academic model;
- Determine the scope and sequence of educational programs according to the charter objectives;
- Implement well-researched, creative ways to educate the students in the school(s);
- Serve as primary contact with the State Department of Education;
- Follow all legal mandates from the U.S. Department of Education and the State of California in all aspects related to funding, reporting and regulations associated with charter schools;
- Work with outside counsel to support the legal needs of the organization;
- Assist the Board in seeking donors of time, funds and resources in support of the school(s);
- Manage any required facility acquisition, maintenance and renovation efforts; and
- Perform other duties and responsibilities as are customary for the office of the CEO/Superintendent and as may be assigned from time to time by the Board.

Exhibit B – Board Evaluation Metrics**For all Magnolia Schools****Academic:**

To see an increase in Smarter Balanced Assessment Score in all Magnolia Public Schools as reported by the state in August, 2018

1. 2% increase in Math scores of all students tested who have been with Magnolia for at least three years.
2. 2% increase in ELA scores of all students tested who have been with Magnolia for at least three.
3. 2% increase in SBAC scores for math and ELA for EL and SPED students in all Magnolia Public Schools.
4. The ADA rate at each school must be at least 93 percent of the projections approved at the board meeting.
5. Chronic Absenteeism rate at each school must be less than 10%.
6. Student performance in the Spring Summative Assessment of the Smarter Balanced Assessment test (SBAC) will be as follows: the percentage of Magnolia students who met or exceeded performance standards will be greater than the similar resident school median in each category for both ELA and mathematics.
 - This would be evaluated for Year 1.
 - For Years 2 and after, we'd look for the percentage that met or exceeded performance standards to increase.
7. Review and update these goals, including addition of growth goals with the Board Academic Committee following each August test data release.
8. Work closely with the Academics Committee to review, monitor and exceed student outcome goals established in our SPSA and LCAP school report documents in our continuous pursuit of excellence as measured by the state report cards and relative to other programs our students could attend.

Personnel and Human Resources:

9. Up-to-date implementation of PayCom system, including uploading all personnel information by the end of September 2017. In this case it means that all employee documents will be uploaded according to compliance schedules, regular reporting will be available, clean uploads to the financial system are being made in a timely way, and staff are not maintaining separate files or processes that duplicate PayCom and potentially add inconsistency or errors.
10. Proper disbursement of to all current employees and resolving outstanding problems from past years related to STRS/PERS by the end of 2017-18
11. Clear and detailed strategy for teacher recruitment to be presented to the board in October of 2017-2018 academic year, and fulfilling that plan in a timely manner
12. Expand the salary scale to include a performance-based evaluation. Bring a revised administrator scale to the board that includes a larger portion of compensation tied to performance incentives by October 2017
13. Resolving immigration-related concerns by the start of September 2018 including the outstanding issues with the former employees and disbursements made on their behalf. The board would like to see the staff meet with LAUSD as required in the settlement agreement and then restart the international teachers program approved and supported by the State Board of Education to identify, train and onboard math and science talent from a broad range of countries. Should there be any unresolved problems at any time, the board should be informed immediately and action plan should be presented to address these issues
14. Delegation of authority – the executive staff are required to perform their duties effectively in support of the overall success of the organization. MPS Executive staff must have a current job description that includes evaluation metrics and the frequency of a performance evaluation. Board is recommending a 6-month evaluation and a year-end evaluation to determine if the performance is acceptable. Present full metrics for home office staff performance evaluation in October of 2017-2018.

Management & Board Oversight:

15. Clear, transparent and timely communication between MPS Home Office and MPS Board with timely reporting of any critical development and communication with other local agencies to the board
16. All committees are to meet at least three times per academic year according to a schedule set at the beginning of the academic year. Board members are to conduct committee meetings directly with responsible C-team members. All C-team members should present items directly to corresponding committee members in their respective areas with CEO serving as facilitator of the discussion.
17. Work with the board to improve Magnolia's ability to be positively considered for philanthropy and other grants
18. Report annually to the board on C-Team and school site performance
19. Obtain a favorable FCMAT/School Services report with no unaddressed findings or concerns
20. Train and support new board members appointed due to vacancies and in compliance with the terms of authorizer directions
21. Passing reports from authorizer site visits
22. Completion of or agreed to non-continuation of the OIG investigation
23. Recommendations from the board should be taken seriously and necessary actions should be taken in a timely, agreed to manner
24. Recommendations from individual board members that address previous or future governance level decisions should be brought to the next practical board meeting or appropriate committee to be addressed

Finance:

25. Justify and explain any budget fluctuations over 3% from the June budget. Remain within 3% of the P1 revised budget through the conclusion of the fiscal year.
26. Positive net income for combined all schools and Home Office at the end of the year
27. Make recommendations to revise the Home Office budget over time with the following goals:
 - Improving compensation and support for school site staff
 - Recommend the vendor contract changes to reduce to \$2.4m
 - Reducing MERF budget to \$5.3m
 - Developing self-sustaining business models for MSA-4, MSA-6 and possibly MSA-5 to narrow the range of percentages charged to schools for MERF support.
 - Reduce public relations expenses
 - Revise the CMO fee allocation to minimize the expense to schools while creating additional funds to increase school site compensation and retention rate
28. Unqualified independent audit report
29. Update the five year capital plan following the bond issuance

Facilities:

30. Prepare a strategic plan for all schools at Prop 39 facilities
31. MSA-SD facility construction must be finished by January 15, 2018. School will open in an alternate facility with main campus completed in September and entire project to be completed by January 15, 2018.
32. Timely completion of MSA-SA and MSA-1 facility projects for the start of the 2018-19 school year.

Stakeholders:

33. Minimum 3900 students enrolled for FY17-18
34. Extensively engage all MPS stakeholders such as parents, students, teachers and local community in crafting the strategies, implementing academic policies and engaging in civic participation. School site leaders or MPS Central Office should address any concerns by these stakeholders in a timely manner.

Exhibit C - Work Calendar

July 1, 2017 through June 30, 2018, excluding school holidays as posted on the Magnolia Public Schools website and modified from time to time.

Board Evaluation Metrics

This is a compilation of the board members' input and staff response.

These items are based on the LAUSD Staff Denial report and other Board materials provided. These are areas that the CEO will be evaluated on at the point in time that is designated by the agreement.

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